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ABSTRACT

The designers of 66 projects intended to create meaningful and productive educational experiences for Mexican American children with impoverished backgrounds describe and evaluate their programs. In the various articles, programs in the areas of readiness and orientation, language development, bilingual instruction, English-as-a-second language and oral language, reading, parent involvement, and self-concept enhancement are described. The compilation also includes discussions of migrant programs, special programs for Mexican American student, and research reports on Mexican American projects in education. (MJB)

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PROMISING SCHOOL PRACTICES FOR MEXICAN AMERICANS

Edited by George W. Smith/Owen L. Caskey

Texas Tech University/Southwest Educational Development Laboratory

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FOREWORD

The battle against ignorance, like other great conflicts, cannot be won with a single weapon on a solitary front. Our efforts to bring the Mexican American child from a background of poverty into an educational experience which is meaningful and productive and which capitalizes on his first language require that we muster every conceivable force and marshal every successful tactic. This volume is a collection of practical efforts and reports of rewarding experiences written by those who designed and carried out the programs and projects.

Invitations were extended to almost 1,000 school districts throughout the Southwest to determine interest in sharing program experiences found successful in furthering the education of Mexican American youth. More than 100 districts supplied information and program descriptions. Seventy-four authors and co-authors submitted the original reports for review. Included in this publication are wide ranges of school district size, program emphasis, and project complexity.

There may be many who review the reports only to comment, "We have tried that" or "That won't work here." We believe for every one of these, however, there will be scores who observe "We could do that" or "We must try that here." The schools reporting these projects are justifiably proud of their efforts. They have reported not interest or plans but accomplished programs, some of which are still in the early stages. Evaluation, while not always easy, is at least attempted for each of the projects. If we could say the same for the thousands of districts serving Spanish-speaking students, the education picture for these children would be quite different -- and brighter.

Hopefully, each school will find reinforcement for its current efforts as well as learning of new and practical projects that may be initiated to meet the educational needs of Mexican American children and youth. For your past concern and renewed effort, every segment of our society will be in your debt.

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MEETING EDUCATIONAL NEEDS OF MEXICAN AMERICAN CHILDREN

To perceive the educational needs of any given group of young people, one must first recognize the basic needs of all children, possess insight into the factors which influence development, and have some talent for implementing ways to understand motivations and subsequent achievement of goals.

This presupposes consideration of the child in all his developmental sequences. He is first a physiological organism with biological mechanisms and equipment. He is also a psychological entity following psychological laws in his thinking, feeling, interpreting, and acting. Further, he is, perhaps more than anything, a social being who wants to belong and who acts within the social atmosphere of group life. To fulfill his educational needs, or any other needs for that matter, he must have a chance to function adequately on all three of these levels.

Our understanding of this developmental sequence must include knowledge of both the stimulations and frustrations to which a child has been exposed and the responses he has made to those conditions -- be they biological, psychological, or social. We would all agree that the child is not simply a reactive mechanism but an active participant in the solution of conflicts which develop around and within himself. Behavior and development are effected by his inner and outer environment and by his perception and evaluation of them. Long before he reaches school age the child has formed attitudes and interpretations from his experiences and has drawn conclusions which serve as the basis for his actions.

This perhaps oversimplified view of behavior and perception is always tinged with values, social desirability, and appraisal of his action by

others. Discouragement, resentment, and feelings of frustration result, not only from external conditions, but also from an individual's appraisal of his own ability to meet them. The important influences which the culture, society, home, family, and school provide the individual to do battle with these conditions may vary drastically from group to group and from individual to individual.

We count as basic the importance of the individual to be accepted, to participate as a member of the group, and to have a place in his home, school, family, and society. Not to have such a place is one of the most painful experiences for any child. The obvious consequence is that he interprets his experiences as inferior to others. Almost any hardship, tragedy, pain, or inconvenience is relatively tolerable as long as it does not imply a lowering of social status. Inferiority, or the evaluation of one's social status as being inferior, prevents a feeling of belonging, defeats a willingness to participate, negates a desire to contribute, and results in withdrawal from difficult situations that are encountered.

The home and family provide the first atmosphere in which the child experiences and recognizes the value and conventions of social living. These attitudes develop within and toward the social conditions characteristic of his family. The economic, racial, national, religious, and social influences of the community reach him through his parents. These not only impress the child with the standards for various social activities but also set the example for human relationships.

The child from a socially disadvantaged home, especially one with a language handicap in addition, does not require many encounters with those outside his immediate home and social group to experience discouragement and defeat. Before many years of school have passed, he is likely to give

up winning battles or solving his problems. He has confidence neither in his own ability, nor in our society, nor even in life. He is at a point where he assumes he has no chance of winning. His sense of personal worth is intricately involved in such a struggle. Humiliation and disgrace, inferiority and deficiency are the ultimate dangers and likely to be the potential result. It seems that our culture is based on moral standards and ethical values which serve to emphasize downfall if one does not succeed or excel.

The feeling of inadequacy comes very easily in school. The emphasis on success focuses the attention of the teacher on the successful child, seldom on the one who does not succeed. The child from the lower socio-economic level, the culturally different child, the bilingual child has a tough time in school. When we look at poverty, prejudice, and defeat as they effect youth, we have many interesting theories, some tentative conclusions, several government programs, but few real answers.

In truth, we would probably prefer not to deal with the problem at all. We prefer to look away from the grim face of poverty because it is ugly, dirty, and hostile. The poor don't like to be poor either. In a society which preaches equal opportunity for all, they certainly don't like being on the bottom of the heap, and it isn't as if they didn't know any different. Despite low incomes, they watch television and go to the movies. It must be particularly galling to conclude that it isn't worth the effort to become proficient in the language, acquire the attitudes, develop the social habits, just to have doors slammed in your face. Few satisfying occupational or social opportunities exist in our communities for the Mexican Americans who have persisted in education and demonstrated achievement. If these children are to profit more from education and do

something better for themselves in order to change the cycle, the schools will have to help.

For the past few years we have at least paid special attention to the problems of these children, commonly termed "culturally different." Although all groups in our society share to some extent in the prevailing "middle-class culture," there are nevertheless many different patterns of culture, reflecting distinct ways of life among particular nationality, religious, ethnic, social-class, geographical and other groups within the population. These cultures vary in the extent to which their socializing influences -- such as family relationships, child rearing practices, language patterns, behavioral norms, values, and outlooks -- equip children to adapt successfully to the middle-class cultural patterns. Children who are socialized in these subcultures, which are markedly different from the prevailing culture, often find themselves "disadvantaged" in the broader social settings. Where they are <u>most</u> disadvantaged is in the school where middle-class values and behavioral patterns are commonly required for success and acceptance.

The common denominator of those subcultures whose socializing influences are largely alien to the demands of the middle-class norm, is poverty. The populations involved live mainly in urban slums or in less desirable rural environments. While nationally most of them are white, substantial proportions of them are found in minority groups. In the Southwest, these groups are primarily Negro and Mexican American; the latter carry a burden of poverty aggravated by ethnic discrimination and a sizeable language handicap.

It is mainly the children socialized in these subcultures of poverty and discrimination who are characterized as "culturally different" and

defined as "socially disadvantaged." Their educational and other handicaps stem for the most part from incongruities between their subcultures and the experience and behavior patterns which prevail in the schools and in the society generally. Their disadvantages are social in origin, resulting mainly from chronic impoverishment in a society which proposes unlimited economic opportunity. Although large numbers of such children find it difficult to cope with conventional school tasks, this is by no means universally the case. Many of them, for reasons which available research does not fully clarify, perform quite successfully in school even without special compensatory services. We must, therefore, not use the concept "socially disadvantaged" as a stereotype for all children nurtured in subcultures of poverty and discrimination. These children, as all others, are characterized by wide ranges of individual differences in academic motivation, learning ability, and general patterns of behavior.

While these differences exist, evidence and experience show that these subcultures have common distinguishing characteristics in their educational patterns. Some of these conclusions are nice, clean-cut statistics. Others are summaries of observed school experiences.

While Mexican American is not the only disadvantaged or underprivileged population group in our area, it does include a large number of individuals with the added handicap of language barriers. In addition to the serious consequences of ethnic and language complications, the child in the Mexican American family continues to be influenced by the cumulative effects of sparse cultural background, low economic situation, and delimiting home condition which serve as formidable barriers to successful educational achievement and subsequent economic attainment.

Our concern is generally for children from what might be referred to as Spanish-speaking families in the Southwest. It is difficult to find a descriptive term acceptable to all people within this grouping, although "Spanish-speaking" is probably the broadest and most acceptable to the group as a whole. Like many terms of an all-inclusive nature, however, it suffers from being too general. We are interested in people in our area, not the Puerto Rican in New York, the Cuban in Florida, or the immigrant from Spain. The terms, Spanish American and Hispano, are the preferred ones in northern New Mexico and Southern Colorado, which have much less Mexican cultural influence. In Texas, the term "Latin American" historically has been dominant, replacing the simple "Mexican" label which was too often used in a derogatory fashion. California has used Mexican or Mexicano apparently with less of this stigma; and California youth led the way in asking to be called Chicanos. The U. S. Census use of Spanish surname designation is agreed to be helpful for demographic purposes, but otherwise of little use. The use of WPSS, White Persons of Spanish Surname census category, as analagous to Mexican Americans is probably far too cumbersome for any but the sociological researcher. The people who came to this country from Mexico from the turn of the century to recent times, especially to Texas and Southern New Mexico, objected to Spanish American, Spanish, or even Latin American, generally preferring the term Mexican American. Despite the fact that in our area we have Spanish-speaking Hispanic and Indian neighbors, we have chosen the term Mexican American to describe the children about whom we are concerned.

The problem of selecting any label is that it is as likely to be inaccurate as accurate. Our interest is not in an undifferentiated mass, in census data or cultural delimitations, but rather in aiding a group of

children to profit from our educational system. In fact, we recognize the variations of biological, intellectual, and cultural traits that are found in this group. Considering the extent of variations, we conclude that instead of a Spanish-speaking people there are many Spanish-speaking cultures or ethnic groups. Our concern here is not for a textbook categorization, but for an individual. We do not presume to infer for a single child the tendency of the group, but generalizations do have usefulness. As we seek ways to aid the Mexican American child in his educational process, we must understand, as best we can, the cultural and social milieu in which he lives and the ethnic group of which he is a part.

It is important at this point to review the position of the Mexican American relative to other groups in educational achievement, unemployment ratio, and median family income, in order to grasp some of the fundamental issues which must be kept in mind. Although those of Spanish and Mexican descent were originally the dominant culture in the Southwest, in recent years they represent a socially and economically depressed subculture. After 350 years of residence, including over 100 years of organized educational programs, the Mexican American in the Southwest is today at his greatest disadvantage in competing for educational opportunity, occupational activity, and material possessions. Mexican American subcultures constitute segments of the school enrollment in Southern Florida and New York City. However, the essential center of historical and current Mexican American population is the Southwestern portion of the United States -- Texas, New Mexico, Colorado, Southern California, and Arizona. These five states have wide ranges of concentration of Mexican Americans, in communities with a small percentage to some large cities with almost total Mexican American populations.

In the Southwest, approximately 70 percent of the population live in urban communities, in small to medium-sized towns with few densely populated areas. Communities with over 50 percent Mexican American population are not at all uncommon in the region, with some schools enrolling almost 100 percent Mexican Americans. The Mexican American percentage of population by states is: Texas, 15 percent; New Mexico, 28.3 percent; Arizona, 14.9 percent; California, 9.1 percent; and Colorado, 9 percent. Texas, with 40.9 percent of the Spanish surname population of the Southwest, and California with 41.2 percent, constitute the majority of Mexican Americans in terms of population numbers. The above figures do not include the more than 200,000 registered alien Mexican American nationals in Texas, nor an additional three to four percent Indian population in New Mexico, Arizona, and Oklahoma.

Predictions indicate that by the year 2000, the Mexican American population in Texas will be approximately 22 percent of the total population, an increase of more than seven percent from its current level of 15 percent.

More important than population figures are the indications of educational achievement: 1960 census figures indicate 21 percent of the Indians and 11 percent of the Mexican Americans in the Southwest had not completed any school year, as compared with about three percent for the country as a whole; this, despite the fact that there were over one and three-fourths million Spanish surname students enrolled in Southwestern schools.

The Mexican Americans in Texas provide a most graphic example of a group which experiences low socioeconomic and educational status. They have high illiteracy rates and are more likley to be unemployed. The one and one-half million Mexican American citizens of Texas have unemployment

rates almost double that of the state as a whole. Their educational achievement is low and the family median income falls far below other groups, being less than one-third of the annual income of Anglo families and one-half that of Negro families.

The typical and simple answer of providing vocational education is not sufficient. It is difficult for the Mexican American to benefit from vocational education programs because he lacks basic educational skills. The illiteracy rate for this group in Texas probably exceeds 20 percent as compared to the state level of 11 percent. A 1964 survey revealed 38 percent of the Mexican American population in Texas had less than a fifth grade education. Another survey of Lubbock County placed the median grade level of Mexican Americans at only three years, as compared with a sixth grade level for Mexican Americans in the state, and an over-all level of 10.4 for all groups.

The migratory worker adds to the complexity of this cultural and educational difficulty. There are more than 130,000 migratory workers in Texas, and at least 90,000 leave the state each year to follow agricultural harvesting North and West on a seasonal basis. Many return at the end of a harvest season, and their numbers are bolstered by 20,000 annual legal immigrations of Mexican nationals.

While there is less migration of workers than in past years, it remains a problem for many local schools. Of particular concern is the migrant child. Texas has the largest number of migrant children in the country; more than 85,000 or in excess of 40 percent of all migrant children are in residence in Texas during the major part of the school year. Despite the fact that 45 school districts have established specialized programs for migrant children, in 1967 only 31,000 children were served by such programs.

It is common in such districts to find dropout rates exceeding 75 percent; and few districts had counselors assigned to help students, teachers, and parents.

If progress is to be made in increasing the employability and standard of living of the Mexican American in Texas, obviously great changes in his educational achievement level must take place. Anything less will continue to insure his place on rolls for public assistance, unemployment, and public and private charity; to say nothing of negating the important contributions which he can make as a productive member of our society.

While it is erroneous to assume that all Mexican American students experience difficulty and that little progress will be made in removing educational deficiencies for the Mexican American, we must plan realistically for improvement in the educational setting. Historically education has been the method by which subgroups have improved their conditions and opportunities in this country.

Mexican American groups are participating more than ever before in public school programs. Never have there been better prepared teachers, wider selection of methods, techniques, and materials, greater curricular variety, or more extensive remedial programs. Never have we been more sure of the direction education must take in aiding these groups. Seldom have we had such an array of programs and services designed to overcome the social and educational lag of any given group of students. Yet the Mexican American remains low in educational achievement.

At least two basic beliefs about improving education for Mexican American children are fundamental. First, effective change in a school can result only if the school responds as a single, comprehensive unit. The

school -- with its principal, staff, students, parents, and community -- is the organic unit for change. For the child, this is the educational system -- not the district or the state. The individual, single school must have a sense of purpose.

Simple curricular change is not enough, nor is new technology, nor team teaching, nor non-graded schools, nor even newly developed materials. Change must surround all that takes place in the school, with the central office, the district, the state, and even the federal government existing only to support the efforts of the individual school.

Ideally, the single school, with its faculty, administration, and community, sets behavioral objectives with specific goals which contribute to the needed adjustment of its students. Particularly important are ways to incorporate into the curriculum a consideration of problems which children face at the moment as well as problems likely to be faced as adults. What a child learns from agencies and institutions of the community shapes his character and his future no less than what he learns from his teachers. Education of the young must be socially developed, sustained, and expanded.

Schools in which children are highly motivated, with low dropout rates, and where learning is most efficient, will be found in communities which mobilize their total education, community, and social resources, and direct them to the creation of an environment that gives significance to the lives of children and youth.

Second, these changes can come about only by experimental programs in established and typical local school systems. These schools should have different kinds of populations but should experiment and innovate along similar lines. There can be no predetermined model or prototype for what is best for Mexican American children at this time. The objective,

simply stated, is to find ways to aid Mexican American children. As effective ways are developed, these schools may become the prototypes for other schools in the system or in the Southwest.

Horace Mann said in 1848: "No educated body of men can remain permanently poor." Our task is the education of today's children and youth, living in today's world, for the world of tomorrow. It is something we all strive toward by the best means we know how, and then perhaps lie awake nights over our failures and contemplate the task that remains to be done.

In an address before the National Education Association in 1965, Jean Grambs remarked, "We all believe that education, if once truly unleashed, could be the most potent force for uplifting mankind, and education is the only firm foundation on which peace can be built. And even more, we believe that for those of our youth who have been blighted by our social lacks and social evils, the school can be the avenue whereby this blight will be removed and the promise of the good life for all fulfilled."

It is not that we haven't been interested, for many of the programs developed for helping bilingual children began over 30 years ago. We have made progress, especially in the use of special methods, techniques, and materials designed for bilingual children. We have, in fact, studied the problem intensively over a long period of time and increased our program effectiveness in the schools and our understanding of the Mexican American child. But it is not enough. We must move beyond the scholarly and the academic concerns to the personal involvement which is a part of every person in the school and the community. We can no longer afford to be only scholarly or interested. We must be actively involved with highly personal efforts to do something that really makes a difference in the lives of Mexican American children.

The well-designed programs, the curricular innovations, the advances in methods and materials have brought the Mexican American child closer to the school and the learning process; but these things are of little value if he does not remain in school or if he fails to find appropriate experiences and concerned people there. Bringing them to school and providing better prepared teachers, which we have done, is not enough. The school, the administration, the teachers, the parents, and the community must be focused toward the needs of these children if real progress and personal growth is to take place.

The need to develop school programs which focus primarily on meeting the educational needs of the Mexican American child is, no doubt, both well documented and generally accepted in the school systems of the Southwest. The funded programs supported by Health, Education and Welfare, U. S. Office of Education, and the Office of Economic Opportunity have helped to identify problems and develop pilot programs. In the Southwest the Southwest Educational Development Laboratory and the Southwestern Cooperative Educational Laboratory, which serve as regional education laboratories funded by the U. S. Office of Education, have been instrumental in providing both the leadership and program materials designed to assist Mexican American children. Numerous publications dealing with this topic, as well as curriculum materials and school based pilot projects, have been the central thrust of the efforts of both these laboratories.

In compiling the accompanying personalized accounts of programs designed specifically to aid Mexican American students, many projects were found to have originated as a result of federal legislation. It will be noted, however, that the practices described are not the general, funded programs which are so much a part of many school systems, such as Head

Start and Title I projects; but rather the individual efforts of schools and teachers to insure the educational success and progress of Mexican American children. By the standards of large school district programs and federal projects, these efforts may seem small. From the standpoint of the Mexican American child, however, they may well represent one of the meaningful experiences in his school life to date.

There is no implication that the practices described herein are the most effective, far reaching, or successful programs designed to aid Mexican American children. Certainly there is no intent to imply that these are the only programs in the Southwest which are operating primarily for Mexican American youth in the schools. Every indication is that the school projects which are reported have been developed out of concern for increasing the quality of education of Mexican American children in the schools. To aid one child is a notable effort. To aid a group of children is the aim of the programs and practices reviewed in this volume. If the volume stimulates additional programs which serve Mexican American children or motivates teachers to make a special effort to aid Mexican American children, the efforts of the many contributors will have been worthwhile.

READINESS AND ORIENTATIONS PROGRAMS

One of the most alarming statistics related to the education of Mexican American children is the number who are retained in the first grade. Too many school personnel have justified the school's failure to meet the needs of Mexican American first grade pupils by placing the blame on the children and their homes. Educators have contended that, due to inadequate skill development in English, "culturally disadvantaged" Mexican American six-year-olds are not ready for school and, therefore, need to spend two years in the first grade to remediate their deficiencies. An opposing view is that the schools are not ready for the children; that the schools are "culturally different" and lack skill in teaching children who are ethnically and linguistically different. Negative self-concept and a poor attitude toward school are at least two predictable consequences for large percentages of children who experience failure in their initial school experience. The psychological damage and accompaning frustrations and anxiety suffered by Mexican American children from this early failure experience must be eliminated.

Responsible educators are no longer blaming their own failures on students and parents, but are now seeking ways to meet the needs of Mexican American students in their initial school experience. The long-held assumption that eventually Mexican American parents can and will get their children ready for the typical first grade school experience is slowly diminishing. Instead of waiting for this eventuality (which most likely will not and should not occur), educators are developing and implementing special programs with varying degrees of success. Two basic approaches have been: (1) to change the pupil to fit the system through English language development and a wide variety of educational and socialization experiences in a headstart

or pre-first grade, and (2) to change the process and content of the first grade in ways to make it more relevant for Mexican American children, primarily through bilingual instruction; and occasionally an approach has been used which involves a combination of the two.

Arguments concerning the viability of either of the approaches could be made, but the important thing is whether or not they are successful. Success must be evaluated, not only in terms of achievement in the content or skill development areas, but also in relation to the affective development of a child, including his feelings and attitudes toward himself and school. Emphasis on English skill development should not be at the expense of Spanish. Correction of the "cultural disadvantaged" state of students should not be at the expense of their own culture.

The first five articles in this section describe promising preschool and first grade programs for children of Mexican American descent. Some of the programs emphasize preschool or readiness activities, others are modifications and revisions in first grade curriculum content and processes, and still others are a combination of both approaches. Most of the programs were funded under the Elementary and Secondary Education Act of 1965 (Title I). It is doubtful that any of the authors and/or program personnel would contend that they have found a panacea, but all would challenge and encourage others to develop successful early childhood education programs utilizing any of the ideas that have been presented.

The last article in this section describes one school's approach to high school orientation. The program combines orientation and remediation in an effort to develop understanding among all school constituencies. It is included in this section as an example of a readiness program at the high school level. A challenge that faces all of us is to provide a better tran-

sition between school levels for all students. An obvious objective of such programs should be to decrease the number of Mexican American students who withdraw from school during this transitional period.

PRESCHOOL FOR NON-ENGLISH SPEAKERS

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Because of the language barrier with Mexican American children, the Douglas Public Schools operate a year long special program designed to prepare the child in the English language. The following year the child is placed in a regular first grade. However, it has been found that the special program is not sufficient to overcome the experience and language deficiency common to these children.

Participation in the Headstart program in 1965 illustrated the benefits of preschool education. In 1966, an eight-week summer preschool program was set up for four-, five-, and six-year-old youngsters.

Description of the Program

The program's main objectives are to increase the use of English and to socialize the child so he can enter the first grade with greater ease. Application forms in English and Spanish are sent home with children enrolled in public school. Additional preschool-age children are recruited by the school social worker through home visits.

Great flexibility is allowed the individual teacher. The children attend half-day sessions, with the four-year-olds attending in the mornings (9:00 to 11:30 a.m.) and the five- and six-year-olds in the afternoons (1:00 to 3:30 p.m.). A typical session may be as follows: (a.m. or p.m.)

Readiness activities (25 minutes)	Stories, matching, flannel board, work-sheets, cut and paste
Break (15 minutes)	Bathroom manners, cleanliness

Games (25 minutes)	Singing, dancing, stringing beads, telling stories
Rest & Snacks (10-15 minutes)	Fruit, juice, or crackers, clean up manners
Miscellaneous Activity (40-45 minutes)	Dress up, tempera, clay, watercolors, blocks, toys, playhouse, tricycles
Physical Education (20 minutes)	Organized play, weekly films or filmstrips

A full-time physical education teacher is responsible for the structured play activities. The classroom teacher thus gains a 20 minute planning period which is useful in preparing material. An additional teacher visits each classroom. During these 20 minute sessions the Southwestern Cooperative Educational Laboratory's oral language program will be used. The objective is to allow more participation from the children using the question and answer method. Field trips to the zoo, airport, and other places of interest are schedules. Short walks around the school area provide topics for conversation and art work.

Evaluation and Results

First grade teachers assert that there is an "amazing" difference in children attending summer preschool sessions when compared to the children who do not. Children who have participated in the program are well-adjusted to the formal school environment; their ability to listen is particularly apparent. Preschool experiences are a high priority item in the Douglas Public Schools and the program expects to continue each summer.

PRESCHOOL EDUCATION FOR MEXICAN AMERICAN CHILDREN

Cooper Public Schools
Lubbock County, Texas

Contributing Author:
Lowell Bynum
Principal

Prior to 1965 the Cooper Elementary School (a rural school district of 675 scholastics) by necessity maintained one first grade class for those Mexican American pupils who could not speak English. Pupils spent much of their time during the first year learning the English language, and few were able to progress to the second grade at the end of the year. The Mexican American pupils who were able to speak English well enough to enter a regular class were still found deficient in educational preschool experiences.

A preschool program for these educationally disadvantaged students was initiated in December 1965. Although the preschool class is not restricted to Mexican Americans, the enrollment thus far has been approximately 95 percent from this ethnic group. The program's emphasis has concentrated on language, educational, and cultural needs peculiar to Mexican American preschool pupils.

Initially all Mexican American pupils in the school district who would begin school the following year were contacted by the school social worker. The first class had 24 students, and each class has averaged from 22 to 24 since that time.

Description of Program

The preschool class is taught by a certified elementary school teacher, assisted by a Mexican American teacher aide. The teacher aide spends approximately two hours a day working with the children. Parents help

with the class when possible. This establishes communication between the home and the school and gives the parents a greater understanding of the program's aims. Lunch is provided at no cost and health examinations and care are provided by the school nurse. Children are given all the necessary immunizations.

Activities in the preschool class have a two-fold purpose: (1) to enrich the preschool experience of the pupils, including number and symbol concepts, and (2) to develop the pupils' ability to communicate in the English language.

Some of the specific areas of emphasis include:

- Number readiness
  - Conventional readiness
  - Sets
  - Greater than
  - Less than
- Reading readiness
  - Language symbols
  - Communication
  - Left to right sequences
- Language training
  - Identification of common objects
  - Following instructions
- Assuming responsibilities
  - Hanging clothing
  - Getting in line
  - Keeping supplies
- Health habits
  - Washing hands after toilet
  - Proper use of restroom flushing toilets
  - Regularizing restroom use
  - Personal hygiene
- Physical education
  - Rhythm exercises
  - Structured games
- Watching television
- Field trips
  - Airport
  - Fire station
  - City library
  - Museum
  - Picnics

An emphasis is placed on equipment needed to reinforce the above activities. Special items of equipment include:

- Play kitchen
  - Table
  - Sink
  - Cabinet
  - Ironing board and iron
- Educational blocks
- Toys
  - Mechanical toys
  - Dolls
- Flannel Board
- Show and tell machine
- Record player
- Records
  - Story records
  - Rhythm records
- Television set
- Number blocks
- Counting frames
- Books (readiness)
- Puzzles

Evaluation

The preschool program in Cooper Elementary School effectively reduces the gap in cultural and language development of Mexican American children. The retention rate in the first grade has been reduced 70 percent since the program was initiated. First grade teachers are enthusiastic about program results and hope that the program expands to include more children.

A HEADSTART PROGRAM FOR MEXICAN AMERICAN CHILDREN

New Haven Unified School District
Union City, California

Contributing Author:
Carla Eide
Coordinator of Elementary Education

Union City, a small town south of Oakland in a formerly agricultural area, is rapidly developing into an industrial and suburban area. It has a high percentage of low-income Mexican American residents. Children from these families most often lack verbal and language skills. Many also have severe language handicaps and learning problems, resulting in a lack of confidence.

For several years before 1965, several principals and teachers had been concerned over the unmet needs of these children. They began to make innovations, such as one small preschool class held in connection with an adult education program. When federal funds became available, the school district began a Headstart summer program in 1965 and the first year-round program started the same fall. Both have been held continuously since then.

Description of Program

The New Haven Headstart program, in common with Headstarts across the nation, aims to provide a setting and resources where all children can develop and expand various skills -- social, emotional, intellectual and physical. A wide variety of play and learning equipment and new experiences usually inaccessible to low-income children are provided.

The year-round program enrolls four classes of preschoolers with 18 children in each class. Each class has one certified teacher, and one teacher's aide. The teacher's aides come from the low-income community

and are chosen because they can understand and communicate with Headstart families.

Classes meet every morning. Each teacher and aide team has afternoon time to prepare class activities and visit Headstart families. One important aim of Headstart is to bring low-income families into closer communication with the school. By many informal contacts Headstart staff and parents get to know each other more closely than is usual in the typical school situation. Several events are held for all Headstart families and staff -- two potluck dinners and a Christmas party, as well as meetings and activities with parents. All programs and meetings, and all notes sent home by the staff, are bilingual.

The Headstart program has been an experiment in bilingual education. An important aim of the program is to teach English to non-English-speaking children and to increase vocabulary and verbalization skill of bilingual and English-speaking children. Many methods, both formal and informal, are used to teach English. Interesting Play areas are set up where children can interact in two languages. English is taught informally, by conversing with children during play and during mealtimes, and by making use of the preschoolers love of games and jokes of a repetitive nature. The program also emphasizes the development of a sense of pride in Mexican culture and customs. For example, the program uses pinatas at parties, posadas at Christmas, and Mexican songs and dances in the classes.

Evaluation

A great deal of growth and change has been shown in preschool children during their nine months in Headstart. All have gained more independence and ability to handle new situations. The children have positive feelings

toward school and, at the end of Headstart, are eager to continue in school.

All children gained in language ability by the end of the Headstart year. Each child's language growth was evaluated at the beginning with the Peabody Picture Vocabulary test. Tests showed an increase for all children in vocabulary age and as much as three years of vocabulary age increase for some. Because of problems in testing preschool children, test scores are used only as an indication.

The Headstart program has been a force for change in the school district's educational program. The use of aides in the classrooms, introduced in Headstart, is now practiced in several elementary classrooms. Another change in the school district is in the area of developmental placement. The Headstart program has allowed flexibility in the placement of children, since very immature children occasionally remain for two years in Headstart. Recently, the school district has emphasized more use of Mexican American culture in the curriculum, and many teachers are learning Spanish. Headstart's success in these areas reinforces this significant trend.

WHAT OUR SCHOOL IS DOING FOR THE MEXICAN AMERICAN PUPIL

H. P. Webb Elementary
Olton, Texas

Contributing Author:
Fred Gordon,
Principal

Ten years ago the Mexican American population was smaller and primarily migrant in this community. With changing agricultural methods, Mexican Americans who were migrants took regular jobs and made their homes here. The school population changed from essentially Anglo American to predominantly Mexican American; sixty-four percent of the first grade children were Mexican Americans. Their parents neither spoke nor understood English, so poor communications existed between them and the school. Problems continued to multiply with over-aged, discouraged, defeated children in the schools.

The first attempt to do something concrete came when the state started a summer school for non-English-speaking preschool children. When the preschoolers enrolled for the first grade, their parents were contacted, and with their consent, the children were enrolled for eight weeks of summer school.

At first one teacher took care of the entire group. The children were taught as much English as time permitted. They were also taught school procedure. English words were used in instruction in the classroom. Spanish-speaking teacher aides were used to assist the teacher whenever possible. First grade teachers thought the program useful, and children seemed more confident their beginning year.

Five years ago another program was initiated. A class was held during the regular school year for beginning pupils who were six-years-old, economically disadvantaged, and had an English language handicap.

The program was set up as a pre-first grade and the children were given language training daily, kindergarten training, and readiness work for the first grade. This type of class gave the economically disadvantaged first graders an additional year to learn to understand English. The children also learned to understand school situations. They were then better able to do first grade work without repeating the first grade.

A revision of this program for disadvantaged Mexican American children was initiated in the 1968-69 school year. Mexican American consultants advise staff members towards improving the program. A Mexican American staff member helps acquaint parents who have children eligible for these special classes with the program's objectives. Four classrooms are set up for the children with a teacher and Spanish-speaking teacher aide for each classroom unit.

Evaluation

The program has already shown positive results in improving attendance and in achieving better pupil response. Sullenness, defiance, and helplessness observed in the children's attitudes have changed to willingness, happiness, and responsiveness when they are achieving at their own level. Success and self-respect make them better workers and encourage them to stay in school. Smaller groups in these rooms contribute to improved instruction, since more individual help can be given. One major disadvantage occurs, teachers believe, when the children are removed from a multiethnic group and thus miss some cultural and social experiences found in a heterogeneous classroom.

"....SO WE DID!"

A SPECIAL PROGRAM FOR MEXICAN AMERICANS

Snyder Public Schools
Snyder, Texas

Contributing Authors:
J. Merrill Kayser
Coordinating Teacher
Herman Trigg,
Principal
Central Elementary

This story concerns one school's attempt to improve the education of the Mexican American: one school with the courage to innovate, a school board and superintendent willing to assist in funds, and freedom to explore and experiment.

Central Elementary School in Snyder was constructed in the early 1950's as the first new elementary school to open during an oil boom. The local population had changed from 3,000 to a peak of 20,000 and a stabilized population 10 years later of about 13,000.

Many new schools, new businesses, and new homes were built between 1950 and 1960. With the erosion of population as drilling was completed and automation was adopted, the population shifted and the ethnic enrollment of Central Elementary changed.

In the 1950's Snyder, as most West Texas towns, saw its streets and businesses teeming with migrant Mexican Americans who came for a short time to pick cotton. They drifted South with the first "Norther". The children of these families were more or less ignored. "What can I do with a 14 year-old first grader that speaks no English?" ....was one of the many questions demonstrating the frustrating months of each September and October. Then they were gone!.

Central Elementary in the 1950's was surrounded by a middle-class Anglo neighborhood. However, as the Anglos moved to the suburbs, a vacuum

was created in the neighborhood to be filled by Mexican American and Negro families. The Mexican American was no longer a migrant, but had found employment and become sedentary, though remaining in cultural semi-isolation. Central suddenly found it was serving a new clientele.

With Headstart in 1965 and a Title I "Language Lab" in 1966, the first innovation was begun. Local studies soon proved that the Headstart program gave no special assistance to the non-English speaker without some concentrated follow-through. The language labs did more to demonstrate the need of the Mexican American child than correct his difficulty. Headstart, without follow-up, was too early and the language lab too late.

We began to look for a program and decided upon the Miami Linguistic program. Two workshops conducted by a consultant-specialist were held in the school. Teachers then attended a third workshop in another district. In 1966-67 this program started, with one first grade teacher and an aide, and a group of Mexican American children previously in Headstart. Plans were to use the material for two years, through Grade 2, without retention of pupils.

In 1967-68, a first grade experimental class with a special teacher and a bilingual aide using S.R.A. language development materials was begun in the Central Elementary district at a Child Development Center. All children had first been in Headstart. The classes were limited to 15 children per class and in the spring of 1968, 26 out of 30 Mexican American children moved to Grade 2 with only one year of first grade.

In Snyder this was a minor miracle. Central had found something which produced measurable results and in many cases the <u>teacher</u> more than the <u>material</u> produced the results. A bilingual aide opened new doors with home visits and parent contacts. Excitement was evident at the Mexican American gatherings. "My child goes to the second grade in one year,"

they said. Parents came to school — then enrolled in night classes. Children became happy, attending, English-speaking, reading first graders.

Evaluation

To move the Mexican American in steady steps from Grades 1-6, to improve his attendance, and to prevent his dropping out, a definitely different program must be devised. We follow Headstart with a special first grade -- using selected materials and a bilingual aide. With the Miami Linguistic program we continue for two years, Grades 1 and 2. Other material is used for only one year. The program's results are successful.

Parents are involved and responsive. After too many years Central has a program for Mexican American children that does not fail or embarrass them. They become a part of the school. Not only has the first grade been revamped, but the whole curriculum has been adjusted to meet the needs of the children. Lowering of standards? No. We prefer to say improving instruction and using material more suited to the individual. We get few questions if they learn to read. We hear a great deal if they cannot read, and too often the non-reader drops out. The critical period during which we now have planned programs is ages five to eight -- or Headstart through Grade 3. Central Elementary identified the problem and determined it must develop an effective program to serve the needs of Mexican American children....So we did!

PRE-HIGH SCHOOL ORIENTATION ROUND-UP

TO AID LEARNING SUCCESS

Glendale High School
Glendale Union High School District
Glendale, Arizona

Contributing Author:
Eli A. Wucinich
Director of Project Portals

During the summer of 1968 Glendale Union High School District was involved in an initiatory Title I project. The program, called Project Portals, had the primary objective of developing mutual understanding among parents, teachers, and pupils within the district zone with greatest concentration of economic deprivation. The project consisted of two four-week phases.

Description of Program

The first four-week phase was composed of 374 students scheduled to become freshmen in the fall. Seventy-three students with Spanish surnames were in this group. Students were involved in a one-week orientation program on the Glendale High School campus.

The second four-week phase was composed of Phase I student judged to need remedial work, together with tenth graders recommended by Glendale High School counselors and teachers as possible dropouts. In Phase II, 115 students were enrolled with 35 having Spanish surnames. Students not economically and culturally disadvantaged were included in Phase II so that the program would be heterogeneous. Phase II emphasis was on improvement of communication skills, the development of favorable attitudes toward school, and understanding of the importance of secondary education.

During both phases of the program, the professional staff, including the director, 10 classroom teachers, librarian, counselor, reading labora-

tory director, and two professional consultants (one in group dynamics and one in reading disabilities and techniques) met daily for a concentrated study into the nature and needs of the disadvantaged, the processes by which reading disabilities could be overcome, methods of group dynamics, and devising a follow-up study of dropouts or potential dropouts.

The Phase I orientation period combined flexible scheduling and team-teaching. Teachers contributed to the program by emphasizing their particular subject fields. Students were given a general tour of the campus and introduced to the various classrooms and activities.

Phase II emphasis was on communication skills and study habits. Students spent a minimum of one hour a day in the reading lab plus one additional hour of reading each day during the last two weeks. Reading lab sessions included work on speed and comprehension in reading, listening and writing skills, and reinforcement of study skills. Students were encouraged to make full use of library facilities. They read, discussed, and compared newspapers. Guest speakers, field trips, and instructional films complemented this phase.

Evaluation

The following objectives were achieved:

1. A much improved atmosphere in inter-departmental relationships.
2. Entering ninth grade freshmen were better equipped with desirable habits and skills in study and test taking.
3. Information was gathered about each individual student and was provided for the use of counselors and teachers at Glendale High School.
4. Excellent parent-teacher-student interaction.

Evidence from student evaluations and faculty critiques indicated that Project Portals has much to offer in compensatory education and cultural assimilation. As a result, Glendale High School conducted a similar project during the summer of 1969.

LANGUAGE DEVELOPMENT PROGRAMS

Probably no area of Mexican American education has received greater emphasis than that of language development. Approaches to developing English language skills of Mexican American students have been varied. The reports included in the next three sections illustrate not only the wide variety in approaches, but also the degree of emphasis in this area throughout the Southwest.

Historically too many school programs have emphasized English language development at the expense of Mexican American chidren's self concept. Many Mexican American students come to school with Spanish as their primary language. All at once the language of the home which is such an integral part of their culture is deemphasized, at times ridiculed. Students are often not allowed to speak Spanish in the classrooms or on the school grounds. More often than not even in schools where students are allowed to speak Spanish, the instructional program is in English only. Students soon realize that the schools see Spanish not only as "different" but also as an "inferior" language to English. This connotation has deep psychological meaning and can easily be converted by students to "Spanish is inferior or bad--I speak Spanish--therefore, I am inferior or bad." When this happens, what tragedy! There is no crime worse than crippling a child's self-concept. The need for English language development is rarely questioned, but it should in no way be at the expense of a child's feelings of worth and value.

This section contains eight summaries of promising school practices to assist Mexican American students develop skills in English. The first articles describe the content and processes of a sustained program for bilingual students in the primary grades. One of the major objectives of

the project is to develop an effective methodology for language skills instruction and at the same time increase students' appreciation for their own language and cultural heritage. A summary of an "English as a Foreign Language" program illustrates one school's approach to developing the English skills of high school students who are recent immigrants from Mexico with little or no background in English. One summary in this section describes a program in Cuba, New Mexico, designed to develop the language skills of rural Mexican American and Indian children. The basic approach is to develop skills through a common experience for students on extensive field trips to historical and cultural centers throughout the state.

A program in California, "Helping High Ability-Language Handicapped Students," is based on flexible scheduling, team teaching, and individualized instructional programs. Another article describes a remedial work program in English for Mexican American high school students with language and reading handicaps. Meeting students' individual needs through varied materials, smaller classes, and instructional hardware are features of the program. "Project Move Ahead" utilizes educational radio, differentiated staffing, and parent involvement as tools in language development. Several school districts near Las Cruces, New Mexico, are involved in the project. The last article in this section, entitled "A Team Approach to Language Development," describes a program model used by the Anaheim Elementary School District in California, based on four basic activities and a team approach.

Many of the programs described were funded under Title I and Title III of the Elementary and Secondary School Education Act (1965).

SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS: AN INTRODUCTION

Las Cruces School District No. 2
Las Cruces, New Mexico

Contributing Author:
Mary T. Keith
Project Coordinator

The Sustained Primary Program for Bilingual Students is an experimental project for children in kindergarten through third grade in four elementary schools. Funded under Title III (Elementary and Secondary Education Act of 1965), the project is designed to increase the achievement level of Spanish-speaking pupils. Emphasis is on effective learning rather than forced cognitive goals.

Significant innovative components include: non-graded four-year curriculum, 200-day instructional calendar, pupil-teacher advancement, dual language instruction, culturally centered curriculum, language experience reading, bilingual classroom aides, language listening centers, parent involvement, and extended teacher contracts with paid inservice time.

The curriculum design stresses situation and materials whereby conceptual growth and positive self-esteem are achieved simultaneously. Acceptance of the child's language and cultural heritage facilitates successful encounter with learning experience. Cultural values are woven into an exploratory-discovery framework of teaching strategy.

Implementation of new ideas for cultivating, increasing, and recognizing the value of parent involvement in pupil-learning experiences is used to improve parent participation and cooperation. This positive involvement fortifies the entire educational process, and learning becomes a community-school-family responsibility.

Description of Program

What is the Sustained Primary Program for Bilingual Students? It is an experimental educational project (funded under Title III) to develop a new language arts program for Spanish-speaking children in the Las Cruces Schools. The tuition-free kindergarten is supported entirely from federal funds. The first grade program is supported by state and federal funds. Major objectives of the program are:

1. To increase the achievement levels of Spanish-speaking youngsters through a sustained language program K-3.

2. To determine the best methods of conducting this type program by instructing four of them in English only, and four in both English and Spanish.

3. To involve parents of children attending the classes as advisors and as learners through a basic education program for adults.

4. To ascertain if a 12-month school year (200 school days) with short vacation periods spread evenly through the year will serve the learner better than the 180-day regular first grade program with a three-month vacation.

Kindergarten children attend half day sessions; 15 children come in the morning and 15 children come in the afternoon. First grade children follow the regular school schedule except that the program is scheduled on a 200-day school year with short vacation periods spread evenly through the year. Parents help plan the school calendar and other activities in which the home and school can cooperate. Home-school visits (between parents and teachers) encourage an exchange of ideas, volunteer services, talents and materials. Basic education classes are also available for parents who wish to become more skilled in the English language.

The program is innovative in that it:

- Provides a continuous 12-month program with short vacation periods.
- Selects kindergarten children who will remain in the project for a four-year period and first grade children for a three-year program.

- Provides a non-graded program where children move as rapidly as they are able, and where there is no failure or retention.

- Has each teacher and group remain together throughout the project.

- Allows those children who begin the project to remain with the group. No new children are added other than in kindergarten.

The major questions tackled by the program include:

1. Will the non-English-speaking child benefit from instruction in both English and Spanish?

2. Will the sustained program over a 12-month period be more effective than the traditional program?

3. Will the kindergarten program make a significant difference in pupil success?

4. Will this instructional approach help us develop better future programs for language deficient youngsters?

Evaluation

Approximately 240 experimental cases and 240 comparison cases will provide data on pre- and posttests of reading readiness, mental ability, pupil attitude and achievement, and parent participation and attitude at the end of the program in 1971.

Evaluation instruments used include the California Test of Mental Maturity, Metropolitan Reading Readiness Test, Metropolitan Achievement Test, Parent Attitude Toward Education Scale, Draw-A-Person, and Pupil Adjustment Scale.

Statistical data for the first year indicate program progress.

Mental Ability: The mental ability of the children in the experimental and comparison groups was increased by school experience as measured by the California Test of Mental Maturity. Language gains were found to be at the .05 level of significance.

Instruction: Dual language instruction was not detrimental to academic achievement as measured by the Metropolitan Achievement Test. Dual language instruction apparently enhances school achievement.

Achievement: Children receiving continuous educational experiences for 200 days achieved more than children in the 180-day program and more than children in the 180-day program plus 40 half-days of summer language experience.

Both experimental groups, English-as-a-Second language and English-Spanish instruction, achieved at a slightly higher level than the comparison groups in Word Knowledge, Word Discrimination and Arithmetic.

Whether the research findings for the first year represent a significant trend for bilingual education will not be known until mid-1971. However, the children are making notable achievement, communication patterns are changing, and language is no longer a major barrier. As a result, parents, teachers, and children have developed a new sense of pride.

SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS: MATERIALS AND PROJECTS

Las Cruces School District No. 2
Las Cruces, New Mexico

Contributing Author:
Mrs. Mary T. Keith
K-3 Project Coordinator

The problem of bilingual instruction has long typified the educational needs of the Southwest. Children from Spanish-speaking backgrounds consistently lag behind native English-speaking children in readiness, reading, and total achievement.

The Sustained Primary Program for Bilingual Students (completed in 1971) recognizes the problem of cultural and linguistic factors related to academic achievement and presents an experimental design for bilingual education beginning with kindergarten and advancing through third grade. Emphasis is on understanding and appreciating the Spanish, Mexican, and Anglo heritage of Southwestern New Mexico, discovering the structure of language, recognizing how learning occurs, identifying the methodology and strategy needed to create the best learning climate, and exploring ways of expanding the learning environment in the home and community.

Description of Program

Theoretical Position. The basic philosophy of the design is contained in the following position statements:

- If school curriculum utilizes the cultural values and language of ethnic groups in the community, it follows that greater appreciation and understanding will promote positive feelings of self-worth leading to meaningful bicultural interaction.
- If the learner experiences happy positive feelings, he will feel free to explore and to question his environment, thus facilitating maximum perceptual and conceptual growth.

- If the learner's language patterns and cultural values are fully accepted, feelings of positive self-awareness and self-confidence will facilitate healthy interaction and involvement resulting in optimum, measurable achievement.

- If the learner becomes equally competent in English and in Spanish, he will possess the verbal and interpretative tools for better interacting.

- If school administrators and teachers value the involvement of parents in the curricular experiences of their children, and if parent participation is actively maintained, home-school relations will reflect mutual, responsible concerns for education.

Components of the project include seven major features. Each component is presented with accepted rationale.

A Sustained Primary Program for Bilingual Students provides continuous learning experiences through a 12-month program with 200 instructional days and short vacation periods. The calendar is approved by the parents. Teachers and pupils remain together from kindergarten through third grade. Advancement is continuous and nongraded.

Extended Teacher Contracts include 200 days of instruction and 25 days of inservice training. Teachers receive college credit for inservice training under the direction of public school administrators. Emphasis is on curriculum preparation, teaching methods, and evaluations.

A Culturally Centered Curriculum implements sound learning theory. First, the value system of the learner is recognized. This is done by identifying and accepting cultural values and linguistic contributions of the historical setting. Culture is explored as content, and content is developed through the English and Spanish languages. Recognizing and utilizing the pupils' cultural heritage creates a climate for happiness and confidence. Recognizing and utilizing the pupils linguistic patterns promotes early and meaningful communication. Thus, the child can experience successful encounter in the assimilation of cognitive data.

The Methodology describes how learning occurs and identifies the climate in which learning is most readily facilitated. It is a description of the teaching strategy and the dynamics of the learner's response. It describes inquiry and discovery techniques which will lead to concept formation.

Within the Sustained Primary Program for bilingual pupils, situations and materials are provided whereby conceptual proficiency and self-esteem are achieved simultaneously. Through individualized instruction pupils are encouraged to become self-selective, self-directed, self-disciplined, and self-evaluative. Awareness of self, awarenes of others, and personal competence are emphasized.

The curriculum guide establishes a broad conceptual framework. The statement of concept provides a goal or understanding the child is expected to reach through inquiry and discovery. Content areas determine the scope and sequence of information appropriate to instructional level and subject area. Activities and resources support concepts presented. Finally, evaluative guidelines provide measures of perceptual, conceptual, and attitudinal growth.

The Experiential Language Arts Instructional Program is the heart of the program. Creative communication individualizes learning, for children speak, write, read, spell, and translate personally meaningful patterns of language. Creative communication accompanies and promotes creative behavior and responsible decision making, thus generating the desirable flexibility required for healthy adjustments in a changing society. The major elements of this part of the project include the following:

> Experimental English-Spanish Instruction occurs in two elementary schools. Sixty Kindergarten children and 60 first grade children began the project in 1966-67 and will advance through Grade 3. Children enrolled in the K-3 classes learn to listen, speak, read, and write in English and Spanish. Instruction is aimed toward linguistic fluency and comprehension in both languages.

Experimental English Instruction occurs in two elementary schools. Sixty kindergarten children and 60 first grade children began the project in 1966-67 and will advance through Grade 3. Children enrolled in the K-3 classes are instructed in English only. Comprehension, however, is a basic necessity and a bilingual aide is present to provide language reinforcement when it is needed.

A Controlled Basal Reader Program describes language arts instruction for first, second and third grade children in the four elementary schools who are not enrolled in the K-3 Program. These pupils comprise the comparison group.

The Bilingual Instructional Aide is an important link between home and school for she represents the same ethnic background, values the same customs and traditions, and speaks the same language as the children. She is able to reinforce learning concepts in English or Spanish. The aide acts as interpreter and translator for parents or visitors whenever necessary. She assists with language patterning activities, operates listening centers and audio-visual equipment, and, after the teacher has diagnosed learning needs and selected appropriate techniques and materials, provides tutorial assistance for individuals and small groups. Inservice workshops are a regular part of the aide's job responsibility. and career advancement is offered by the school district's Migrant Program. With an aide to assist her, the teacher is better able to diagnose learning problems and prescribe appropriate assistance. There is time for planning, individualization, and creative productivity.

Parent Participation stresses direct involvement of parents with the school in establishing educational goals. Parents and teachers working together learn mutual respect and responsible participation. Parents are involved in parent-teacher conferences, teacher-class demonstrations, home visitations, instructional workshops where parents construct teaching materials requested by the teacher, arts and crafts workshops where parents learn to make decorative and inexpensive articles for their homes, and parent

study groups where interest and/or problem needs related to home and school are discussed. As a result, parents and teachers experience increased personal sensitivity and insight into their own feelings as well as increased understanding of their roles as facilitators of learning. Activities are publicized through "El Mirasol," an English/Spanish newsletter for parents. Teachers and parents learn to strengthen and enrich the learning experiences of children through increased awareness of, and sensitivity to school, home and community life as it affects pupil attitude and performance.

Evaluation

Pre- and post-measures of mental ability, readiness for learning, academic achievement, pupil attitude, parent attitude, and degree of involvement are assessed each year of the program. Evaluation design used is described in the introductory article.

Measures of pupil self-concept and parent attitude toward education as they relate to pupil achievement are still in process. The program never, at any time, loses sight of the individual's needs. As the Sustained Primary Program completes the third year of the project, administrators and teachers are revising the curriculum from evaluative data gained in the initial phase of the study. A new phase is beginning, to study the effectiveness of team teaching using educational specialists with paraprofessionals and parent volunteers in a bilingual, cultural-oriented, instructional program.

ENGLISH AS A FOREIGN LANGUAGE

East Side Union High School District
San Jose, California

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William J. Sullivan
Director of Education

The district's bilingual program began at Overfelt High School in 1965 and stresses English as a foreign language rather than English-as-a-Second Language. The purpose of this program is to enable students to learn English as quickly as possible. Overfelt High School has a 50 percent Mexican American student population. While most students are native English speakers, approximately 25 students annually are recent immigrants from Mexico who know no English. They do not need English to function in their homes and in their neighborhood environments. Without special instruction they may drop out because of frustration at their inability to cope with classroom instruction.

Description of Program

Students choose from a range of courses. Generally, they take four academic courses, physical education, and an elective that does not require immediate English fluency. The courses, all taught by bilingual teachers, are in English, social sciences (with emphasis on Mexican and Latin American history), science, mathematics, and Spanish.

A formal tape-recorded test of fluency was developed with five parts: (1) answers to common questions posed in English, (2) English paragraph reading, (3) proper English pronunciation of three-word phrases, (4) identification of pictures and words in English, and (5) extrapolation of stories in English from ambiguous photographs.

Evaluation

The measure of the success of the program is the development of fluency in using English. This involves thinking in the foreign language and feeling confident when talking with non-Spanish-speaking persons. Pre- and posttests are administered to a random subsample of bilingual students. Although no comparison group is available, the mean gain has averaged 51 percent.

DEVELOPING A BACKGROUND OF EXPERIENCES AS A BASIS FOR LANGUAGE DEVELOPMENT

Cuba Independent Schools
Cuba, New Mexico

Contributing Author:
Albert Montoya
Principal

Cuba, New Mexico, is a rural community situated 90 miles from the nearest metropolitan area. The school district comprises an area of 2,800 square miles and is sparsely populated. The school has an enrollment of approximately 900 students about evenly divided into three ethnic groups: Spanish-speaking, Navajo, and English-speaking. The three ethnic groups are, in varying degrees, culturally, if not economically, disadvantaged.

For several years the school district has been concerned with the lack of participation, poor performance, and limited vocabulary of the students, particularly those of Spanish and Indian descent. It was felt that in order for these children to interact successfully in a classroom environment, all three ethnic groups should have common experiences. The school had a responsibility to improve relationships and communication among the three groups.

The following general objectives were determined:

- To develop accuracy and fluency in the use of the English language.
- To build an adequate vocabulary.
- To develop concepts to help children understand the vocabulary used in their daily classroom experiences.
- To help the children adapt to a modern society.

Description of Program

Field trips were decided as one of the best ways through which the background of these children could be enriched experientially. A school

bus equipped with an amplifying system was purchased to serve as a mobile classroom. During the year students are taken on one- to five-day trips to various places in the state.

Preplanning was done in detail by the students long before undertaking the trip. This included the study of what was to be seen, history, science, arithmetic, personal health, grooming, etiquette, conservation, geography, nutrition, and other phases of education.

All school subjects are related to the child's life as much as possible. Learning activities were conducted prior to, during, and after the trip. The trips were organized with groups of approximately 45 children, two teachers, a nurse, and one or two parents, thus maintaining a ratio of six to eight children per adult.

Trip activities and plans included the following:

Visit museum at Governor's Palace
Visit Cliff Dwellings
Visit Coronado State Monument
Follow part of Coronado Route
Visit various Indian Pueblos
Visit capitol in Santa Fe
Visit the governor of New Mexico
Attend legislative session
Visit various places which evidence the contribution of Spanish and Indian Cultures
Use large road map prepared for trip to be attached to ceiling on bus. Using small toy bus with magnet, plot position while traveling.
Calculate mileage traveled
Miles per gallon
Cost of meals
Cost of lodging
Total cost
Cost per child
Distances between towns or cities
Study land formations
Study soil erosion
Study conservation practices
Study farming practices
Observe art work at Indian Art Institute

Evaluation

It is difficult to measure objectively the effect this program has had on the progress of children. An increased interest in reading was evidenced by the children bringing in articles from newspapers, magazines, or books about things or places they have seen or visited. The vocabulary of most reading textbooks is based on the vocabulary of the "average" middle-class, English-speaking child. Non-English-speaking children are normally not familiar with this vocabulary or with its representative concepts. The field trips helped the children broaden their conceptual thinking which resulted in an expanded vocabulary.

HELPING HIGH ABILITY-LANGUAGE HANDICAPPED STUDENTS

Rowland School District
Rowland Heights, California

Contributing Author:
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Assistant Superintendent

The Rowland School District long ago committed itself to an educational philosophy of team teaching and flexible scheduling. The philosophy was set before any school plants were planned and built, thus allowing the educational thrust to dictate the building design.

The Giano Intermediate School, opened in September 1964, was designed to meet the educational needs of seventh and eighth grade youngsters through implementation of the curriculum philosophy. Maximum use of plant was the keynote in providing three schools within a school, each totally self-reliant, with features such as folding walls, air conditioning, floor covering, multipurpose area, satellite library, science lab, study areas, and food service area. Each unit contained a closed circuit television center with portable equipment.

Giano School, located in a poverty pocket, currently has several federally funded projects aiding program development. The staffing of the Giano School revolves around six teams. The Giano staff has written curriculum especially for economically disadvantaged youngsters. Standard textbooks are increasingly used as a resource rather than as the core of the program. The youngsters work in non-graded ability groups, allowing for greater student individualization of instruction and mobility. Students are placed in spiral programs in math and reading and move from group to group as their individual ability and self-confidence improves. A strong guidance program underlies the entire curriculum spectrum. The total curriculum, developed across a two-year sequence, allows in-depth experiences in all subject areas.

Many students of considerable ability from low economic communities are handicapped as they progress through the school system. Handicaps include parent attitudes, school curriculum, and language. Many highly intelligent students have insufficient skills to meet new learning situations. The suppression of these students' abilities lies in the traditional classroom atmosphere. Teacher-controlled, regimented classrooms with little consideration for student needs, desires, and goals have thwarted true learning. The program's objective is to develop better independent learning habits and concern about individual work through the individualism of curriculum and the stating of predetermined goals.

Description of Program

A group of 30 students works for about an hour a day in a classroom atmosphere which provides the student freedom to develop his own individualized program. Each student may choose from a wide spectrum of disciplines, including history, art, drama, speech, literature, language, music, science, and math. The program stresses the learning of cognitive concepts such as critical thinking, individual responsibilities, and positive attitudes toward learning and abstract thinking regardless of language ability.

Criteria for selection of the 30 students included reading ability on the ninth grade level, ability to work alone with minimum supervision, ability to work with other students in small and large groups, teacher recommendations, evidence of creative imagination, and evidence of motivation.

The program is based on the student's understanding of his needs and interests. Each student project is of individual or small group design. Planning for the project is done by the student in close contact with his teacher. The planning stage consists of a clear statement of the project, a list of materials needed (paper, media equipment, books), the date the

project will be finished, and a list of three classmates who will evaluate the completed project. Whether written, tape recorded, or a pictorial presentation, the completed project is stored as a resource material. Thus, a large expanding library of researched topics is available to each new group.

The program starts with a four-week period of review. The review covers basic skills and teaches the student how to individually approach his chosen discipline. By the end of the year each student has experienced the many discipline areas. Varied experience broadens his knowledge of specific areas.

Evaluation

Evaluation of the diverse projects was difficult. In developing the program, school staff had assumed that having each student grade himself would remove the threat of poor grades or the fear of failure. However, a number of students graded themselves average or good, rather than superior, following the reviews and evaluations of their paper.

Two test procedures were used to evaluate the total program. These included a comparison of the California Achievement Test scores for program students for two school years to measure academic achievement, and the Student Attitude Scale (a semantic-differential technique) to measure attitudinal changes.

DEVELOPMENTAL ENGLISH FOR MEXICAN AMERICAN STUDENTS

Gregory-Portland High School
Gregory, Texas

Contributing Author:
Mrs. Nancy Stennett

Gregory-Portland High School enrolls 50 percent Mexican American students, many with English language handicaps. In Spring 1966 approximately one-fourth of the students were assessed to have reading difficulties. Several of the students in special reading classes made only slight progress or actually regressed during the semester. Through conferences, daily contact, and review of guidance files, the teachers concluded that many students needed an English course even more fundamental than Basic English I. To meet this need, the Developmental English program was established in September 1966.

Description of Program

The program, funded by Title I, provided one teacher, one aide, and a wealth of source material. Class size never exceeded 12 students. Classes were established chiefly on scholastic level, but with an emphasis different from basic or regular English classes. The objective of the course was to establish communication between people. The students were extremely hesitant to speak, so at least one half of class time was spent in oral participation. Students had limited vocabularies, used poor pronunciation, and made many grammatical errors.

A tape recorder, overhead projector, record reading machines, and the language laboratory were used extensively. Literature sources for classes were as varied as possible. Written materials had to be interesting, useful, and written on a level the class could understand. Sometimes students

read abridged versions of classics, and at other times newspapers, magazines, paperbacks, and mimeographed sheets. The emphasis was always on current ideas, events, and media.

Evaluation

Standardized reading tests showed that students continuing in Developmental English either maintained a plateau or advanced. Students of comparable ability whose schedule did not permit Developmental English advanced less than these students or actually regressed academically.

A notable achievement of the program has been in the attitude of the students. They accepted the responsibility of class discussion, they became skillful in their compositions, and they have learned to correct themselves and each other in pronunciation and grammar. All showed an improved self-image.

PROJECT MOVE AHEAD

Las Cruces Schools
Las Cruces, New Mexico

Contributing Author:
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Coordinator

Project Move Ahead is a public school program to increase verbal functioning through conceptualization programming among culturally disadvantaged children in the target schools. The project, which originated in Fall 1967, is directed toward elementary school bilingual children in the Mesilla Valley of Dona Ana County, New Mexico.

Description of Program

Components of the project include developmental lessons presented via educational radio, teacher aides who are designated as educational technicians, a teacher aide inservice program, community service organization involvement, and parent education activities. An umbrella approach incorporating Title I funds, Head Start, a community migrant ministry, and the Home Education Livelihood Program is used to meet students needs.

Bilingual radio lessons are presented daily through the communications department of New Mexico State University to more than 400 students in 13 different elementary schools throughout the valley. More than 2,000 other students are indirectly affected by the program. The radio programs are directed toward students requiring individual attention in communication skills. Bilingual educational technicians work with other students in the classes under direct supervision of the teacher. Accompanying the radio broadcast scripts are follow-up activities to be used by the teacher and educational technician with their students.

All instructional material is broadcast by FM education radio station KRWG in both English and Spanish. Spanish singing games are presented with

English translations. Conversational English and Spanish are also taught through language patterns.

Parents and members of various community organizations make educational materials to be used in conjunction with the radio programs. Families are shown how the materials will be used in the classroom and are encouraged to use similar materials for their children at home. The object is to involve parents in educational activities for their children. Several home extension clubs convert expended computer cards into attractive booklets and flash cards for the first grade students in the project.

Contribution to the community is stressed. The Dona Ana County Health Department provides minnows which are bred by the students as a follow-up activity. The tiny fish are then turned over to the county to be used in field experiments in the control of mosquitoes.

Educational technicians are given training through preservice workshops and inservice programs. These technicians are bilingual high school graduates who come from the same Mexican American background as the children in the project.

A major objective of the project is to offer a flexible supplementary program which can be adapted for use in varied educational situations. The young student is strengthened and encouraged when his home language is used in school for instructional purposes. His self-image is enhanced when he is able to communicate successfully in two languages to his peers and to adults. Paraprofessionals bridge the communication gap between the teacher and the student, thus giving psychological comfort.

Auxiliary personnel frequently are able to free the teachers to teach. In some classrooms up to 90 percent of the beginners progress to second grade, largely because of the greater availability of the teacher

and the reinforcing techniques employed by the paraprofessional. Improvement has been noted in fluency in both Spanish and English language patterns.

Evaluation

An evaluation of the children's self-esteem is undertaken through means of pre- and post-project drawings. Students are asked to draw themselves at school. A clinical psychologist, an experienced school psychologist, an experienced school psychometrist, and a counselor study the youngsters' growth in self-concept.

Another benefit of the project has been the increased self-confidence in the educational technicians themselves. More than ten technicians in the project have continued their education at their own expense.

In its third year, the project continues to expand in scope. The in-service training program stresses psychology and language patterning. A bilingual monthly newsletter includes information about each participating classroom. In the near future, the radio station's power will be increased, and bilingual radio programs for adults will complement the language patterning lessons now available for students.

A TEAM APPROACH TO LANGUAGE DEVELOPMENT

Anaheim City Elementary School District
Anaheim, California

Contributing Authors:
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Special Services
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Title I

The Anaheim City Elementary School District has been concerned with the needs of children from lower socioeconomic backgrounds, mainly children of Mexican American descent, for several years. Many of these children do not learn effectively because of a deficiency in oral communication skills and a lack of educational experiences.

During Summer 1966 a program to reduce disabilities of children of lower socioeconomic homes was implemented. Following a successful six-week summer school, a regular school year program was planned cooperatively by administrators, teachers, and parents. The school district has now completed its third year in providing a language experience program for students in five elementary schools.

Description of Program

Children of low socioeconomic Mexican American background are aided in 14 regular classrooms in the target schools by teams consisting of the regularly assigned teachers, teacher aides, one language development specialist per school, a project elementary counselor, and a health coordinator. The language development specialist selects 150 children who are most deficient in experiences and in verbal and reading skills to enter the program. The team assesses each child to determine the most helpful program, with the classroom teacher as the mediating adult.

The team consists of four persons who perform separate functions but who coordinate their responsibilities with other team members. Each team is composed of the following elements:

1. Language Development Specialist (LDS)

   Language deficient children meet with a bilingual LDS individually and in small groups outside the classroom. Cooperative planning is carried out between the regular teachers and the LDS in developing materials and programs. The Specialist conducts Saturday field trips, accompanied by parent volunteers, and provides creative activities such as story telling, reading for fun, music, art, and creative writing.

   The LDS group children according to language deficiency needs and teacher judgment. Children report to appropriate classrooms for an intensive instruction period which varies from 30 to 60 minutes, according to the developmental and achievement needs of the children.

   The LDS uses both developmental and remedial techniques with emphasis on building verbal skills and reading comprehension and proficiency. The LDS actively involves all receiving teachers on a planned basis by demonstration, by interpretation of test results, and by open discussion of students who are participants in the intensified language experience program. Children with special needs, especially those with organic or emotional problems, are referred to Psychological Services.

2. Teacher Aide

   Fourteen teacher aides are provided for kindergarten and first grade classrooms in the five schools. Their functions are primarily to assist the teacher by freeing her for more effective individualization of instruction, by developing and preparing instructional materials, by supervising non-instructional activities, and by serving as interpreters of the language and culture to promote greater understanding. The aides are Spanish speaking adults from the community.

3. Elementary Counselor

   The elementary counselor has two major functions: to serve as liason for the school, home, and community, and to provide counseling and guidance to children. The counselor assists parents during enrollment so that the children will be placed in appropriate school programs or with agencies that can serve the child or family. In the counseling capacity he offers a close, personal relationship to children with developmental or environmental problems.

4. Health Coordinator

The health coordinator is a public-health trained, school nurse who emphasizes prevention by screening and health appraisal and by referrals to appropriate health agencies where necessary. She uses a family-centered approach to develop sound health practices in nutrition, disease control, personal hygiene, and emotional health in the community.

Inservice training for the program emphasizes interpersonal relationships among all target school staff, the children, and their parents. A team of consultants in child development, educational psychology, counseling, and sociology from California State College at Long Beach conducts small group sessions throughout the year. The results are evaluated by reported changes on the Minnesota Teacher Attitude Inventory, the Eysenck Inventory, and interaction analyses.

Evaluation

Evaluation of the language development program has indicated that it is effective in the following areas:

- School personnel are more aware of and take a greater interest in the problems of Mexican American students.
- Home-school communications have steadily improved. Parents visit school in greater numbers and participate in more school activities, e.g. field trips, parent-teacher conferences, and classroom visitations.
- The Stanford Test results in Grades 1-3 indicate that reading growth in May 1969 was one and one-half months above the average reading growth for May 1968 in the five target schools.
- A definite decrease in excessive absences is evident in children who receive nurse and counselor services.

BILINGUAL INSTRUCTION

Bilingual education is one of the most promising approaches for improving the educational status of Mexican American students who come to school with few or no English language skills. In the strictest sense, bilingual education is a program of instruction in two languagues. Contrary to popular opinion, its basic purpose is not to teach English. Primarily, it is designed to assist children in both cognitive and affective development in the language which is most confortable for them. Secondarily, bilingual education has as an objective the development of competency in <u>both</u> languages. With bilingual instruction, Mexican American students entering school with little or no facility in English can begin their cognitive and conceptual development immediately. The typical delay found in traditional programs, designed to develop the students' English skills in order to fit them into an instructional program in English, is eliminated. Students in bilingual programs can more easily experience early school success, thereby gaining confidence in their abilities, fostering a sense of worth, and developing a positive view of themselves in the school setting. To reinforce and/or build the positive self-image of Mexican American students, most bilingual programs emphasize the beauty of the culture and involve numerous role-models and parents in the school program.

The first summary in this section describes a three-faceted bilingual education approach in Phoenix, Arizona, involving an English Oral Language Program, a Spanish Oral Language Program, and a Spanish Language Arts Program. Objectives in the program include the development of proficiency in both Spanish and English.

"Project Follow Through" is a program designed to continue the benefits from Headstart in the elementary school in Corpus Christi, Texas. This

summary describes and compares a bilingual approach and an English-as-a-second-language approach.

The third summary describes still another approach to bilingual education. A bilingual teacher is utilized as a resource teacher working in the regular classroom with from one to five students with English language deficiencies. The basic goal is to develop English language skills so that the students can progress in the regular classroom. An important feature of this program is the emphasis on parent involvement.

A comprehensive bilingual education program in San Marcos, Texas, is described in the fourth summary in this section. This program appears to be bilingual education in its purest sense. Instruction is in both Spanish and English while the Mexican American cultural heritage and the advantages of being a bilingual-bicultural person are emphasized.

A program in the Del Valle Public Schools, "Bilingual Instruction," is similar to the program in San Marcos. It utilizes instruction in both Spanish and English for Anglo and Black children as well as children of Mexican American descent. The program emphasizes the important contributions of all cultures in the Southwest.

The next summary in this section describes a bilingual instructional program that grew out of an English-as-a-second-language approach. A unique aspect of the program is a "center" that provides supportive resources for bilingual education for the region.

Grossmont Union High School District in La Mesa, California, has a bilingual program designed to meet the needs of Mexican American students who have not had the advantages of special programs in elementary school. This is an example of one school district that provides a bilingual program even though the percentage of Mexican American students is relatively low.

The last summary in this section describes a comprehensive bilingual education program in San Francisco. It is designed to provide bilingual education for Spanish-speaking students in Grades 1-12 from a multiplicity of cultural backgrounds including Mexican American, Mexican immigrants, Cubans, Nicaraguans, and others.

INDIVIDUALIZING BILINGUAL-BICULTURAL INSTRUCTION

Wilson Elementary School District No. 7
2411 East Buckeye Road
Phoenix, Arizona 85034

Contributing Author:
Jack Null
Administrative Assistant

The Wilson School District has long recognized the necessity for establishing a truly bilingual program that will better serve the needs of children. The district is composed of various ethnic cultures represented by socio-economically disadvantaged Mexican American, Anglo, Negro, and Indian children. Data collected and analyzed by the district psychologist showed that bilingual children were less well developed in oral communication skills than their nonbilingual counterparts. Other data showed that cognitive achievement and self-concept were lower in bilingual children than in nonbilingual children. This lack of success and identity, along with the language barrier, appeared to retard severely the bilingual child's progress in school.

Description of Program

The bilingual program in the Wilson Elementary School District, established in Fall 1969, consists of three major components: (1) an English Oral Language Program (EOLP) for children using nonstandard English, in conjunction with concept formation or reinforcement in the vernacular as needed; (2) a Spanish Oral Language Program (SOLP) for non-Spanish-speaking children and for Spanish surnamed pupils with Spanish oral language dificiencies; and (3) a Spanish Language Arts Program (SLAP) involving listening, speaking, reading, writing, and spelling for children, with a basic structure and phonology in Spanish. All instruction occurs within a team teaching organizational structure.

The development and reinforcement of cognitive, psychomotor, as well as affective aspects (e.g., positive attitude toward usage of Spanish and the native culture), are directed by bilingual teachers with assistance from at least one bilingual teaching aide.

The English oral language component of the project used a program designed and developed by the Southwestern Cooperative Educational Laboratory, Inc.; the Spanish oral language component used features of the second language approach developed by the Laboratory; and the Spanish language arts program for Spanish-speaking pupils makes use of oral language techniques as well as language content given in written materials published by the Laidlaw Brothers Publishing Company. The Spanish language components of the program, especially the oral language phase, involve project personnel to further develop or modify content, methodology, materials, and media in Spanish for preschool and first grade non-Spanish-speaking and Spanish-speaking children.

The EOLP program provides non-English-speaking youngsters with a fluent, independent speaking ability in English, and with facile comprehension of spoken English. Competence in oral English taught by the program is considered prerequisite to formal instruction in reading.

The program is designed to be used daily by one teacher with groups of about 10 children, five to seven years old. Lessons last about 25 minutes. The techniques are basically those of a second language approach, modified to meet the learning needs of young children with deficiencies in oral English.

The order in which selected patterns are presented is carefully structured, proceeding in general from short, simple, very high frequency phrases and basic conversational conventions to longer, more intricate patterns. Emphasis is on games involving questions and answers, handling of objects, and other motor activities. Throughout, the teacher models

utterances, elicits responses, provides corrective feedback and reinforces student participation.

The SOLP program for non-Spanish-speaking children and Mexican American students with Spanish language deficiencies has as its primary goals:

- Development and extension of Spanish oral language patterns
- Acquisition of an extended oral vocabulary to complement the home-acquired Spanish of Spanish-speaking children
- Development of readiness for reading and writing of Spanish
- Development of a positive attitude toward the usage of Spanish
- Effecting an awareness and favorable attitude toward the culture of the child

The basic approach is to develop and/or refine the oral Spanish language of the child, coupled with a readiness approach to reading and writing of Spanish. Two noted advantages are apparent among Spanish-speaking children: (1) they possess the basic phonology of the language, and (2) they have a basic structure and varying degrees of competence in the language.

The program is a highly innovative approach applied among both Spanish-speaking and non-Spanish-speaking children in this geographical area. Much has been learned from the second language techniques applied by the Southwestern Cooperative Educational Laboratory in developing the Spanish language programs; yet, the content methodology, evaluation techniques, and the material are selected or developed (especially for the Spanish Oral Language component) by the project staff. Special assistance in ascertaining teaching techniques for oral language instructions, advice in conceptualizing and formulating behavioral objectives with lesson content and methodology, and help in determining evaluation procedures is provided by agencies such as the Laboratory.

The primary objectives in the Spanish language arts program for children with a basic structure and phonology in the language are:

- Development of reading skills which enable students to read easily materials designed for native speakers of Spanish
- Development of writing skills for self-expression
- Acquisition of an extended oral vocabulary to complement the basic home-acquired Spanish language
- Development of a positive attitude toward the usage and application of Spanish
- Effecting a favorable attitude toward the native culture of the child

Again, the teacher is able to capitalize on the basic phonology and structure of the language that the Spanish-speaking child brings to school. This program gives particular emphasis to correct speech, reading, and writing with reference to the child's stage of development. New words and concepts are introduced daily and developed into sentences for further practice. Spanish reading is introduced from experience charts and other media, and writing is developed through a phonic language experience approach.

Evaluation

The major objective in the evaluation phase is to ascertain the overall effectiveness of the project. Various aspects of the program, i.e., subject-matter content, teaching strategies, utilization of equipment and media, training and utilization of staff (professional teachers and paraprofessionals), are examined and analyzed from time to time. Instruments (questionnaires, standardized tests, observation scales) have been developed in relation to the program characteristics to be measured. Innovative techniques, such as micro-teaching and self-evaluation, are applied to ascertain instructional effectiveness. Emphasis is on effecting a positive behavioral change in teaching, revision of curricula and materials as needed, and gains in achievement of children in the program.

Specifically, evaluation entails collecting baseline data on intelligence, reading readiness, level of English language proficiency, and level of Spanish oral language proficiency.

In measuring the above areas, numerous evaluative instruments are utilized. The internal instrument to measure progress in the H200 OLP series by SWCEL (originally developed by Dr. Wilson of UCLA) is an adaptation of the Michael Test. The Spanish Oral Capacity Test is used to measure the oral Spanish proficiency of children. The Goodenough-Harris Draw-a-man Test is used to measure intelligence. The SWCEL and the Wilson staff also have developed a Spanish version of the Michael Test to measure the level of proficiency in oral Spanish. In addition the school district administers the Metropolitan Achievement Tests.

PROJECT FOLLOW THROUGH

Corpus Christi Public Schools
Corpus Christi, Texas

Contributing Author:
Harold Haynes
Reading Supervisor

The Corpus Christi Public Schools initiated a preschool readiness program in the summer of 1956 for pupils experiencing language and educational deficiencies. In February 1965, the Corpus Christi Public Schools started a full year preschool program for 120 pupils in six classes. It was conducted in cooperation with local community action groups including representatives from the community, city, and county agencies and parents of pupils being served. Through this preschool program under the Economic Opportunity Act a major step was taken in preparing the city for a "different" and improved educational program for its disadvantaged youth.

In the 1966-67 school year, the Corpus Christi Public Schools operated 20 full year Head Start classes on eight school campuses located in the center of the target area. In 1967 the Corpus Christi Public Schools were among 31 systems selected to participate in a "Follow Through" project. This was an experimental project that extended the benefits of Head Start into the primary grades.

Description of Program

The Follow Through program began with 110 pupils in four first grade classes. Two classes utilized a bilingual instructional approach and the other two used an English-as-a-second language approach. The program was then extended to include second and third grade classes.

The Bilingual Approach. Spanish and English are used to teach academic subjects in Grades 1-3. Subject matter in Spanish and English is correlated

but not identical. Audio-lingual techniques are employed in both languages. Aural-oral activity guides in Spanish and English are utilized to present basic concepts for instruction in a sequentially developed program. Pupils are grouped according to their individual needs and language (Spanish and English) proficiency. The main objectives of the bilingual program are to assist the child:

- In experiencing success in his initial contact with school
- In developing a positive self-image
- In becoming literate in English and Spanish

The English-as-a-Second Language Approach. An audio-lingual approach to language learning is used to teach the second and third grade pupil English. All instruction is in English; however, Spanish may be used to clarify concepts. English aural-oral activity guides are used to present basic concepts for instruction in a sequentially developed program. Each of the Follow Through classes is staffed with a teacher and two bilingual teacher aides.

In addition to the instructional program, the following components are part of the Follow Through project:

- Health and welfare service - The City-County Health and Welfare Department of the City of Corpus Christi provides comprehensive health and welfare services to the Follow Through pupils and their families.
- Field trips - Each Follow Through class takes field trips within the community as needed.
- Community resources - The services of community agencies are utilized as much as possible.
- Nutritional supplements - Each pupil in the project is provided with a hot lunch in the school cafeteria and with morning and afternoon snacks.
- Parent Participation - Parents are involved in school and community activities. Parent education classes are conducted in home economics, consumer buying, first-aid and other fields.

Evaluation

The first year's evaluation was conducted by the University of Pittsburgh, the Corpus Christi Public Schools, and the Southwest Educational Development Laboratory. The second year evaluation was conducted by the Corpus Christi Public Schools.

The following observations were made:

- Pupils show pride in their ability to speak and write both English and Spanish.
- Pupils participate freely in all activities; they seem to be really "alive."
- Parents participate in school activities and are of great help in the classroom.
- Parents are pleased with the educational accomplishments of their children.

A BILINGUAL LANGUAGE DEVELOPMENT PROGRAM FOR SPANISH-SPEAKING STUDENTS

Clark County Schools
Las Vegas, Nevada

Contributing Author:
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Coordinator of Compensatory Education

The Bilingual Language Development Program, initiated during the 1967-68 school year, was designed to provide understanding of English for students who had a limited knowledge of the English language. Many of our students of Cuban, Spanish American, and Mexican American backgrounds were having difficulty as a result of not understanding the English language. Consequently, some were below grade level by several years while others had lost interest in school and were failing. Another problem concerned communication between the school and parent. Traditionally, the parents had made little or no voluntary contact with the school.

After reviewing several approaches, Clark County Schools developed a program that would both bridge the gap between the parent and school and help solve the individual language problem of the student. Three target schools were selected, each with a higher than average percentage of bilingual students enrolled; and a bilingual teacher was assigned to each school. One family-aide was employed to serve as the liaison between home and school and to offer specific aid and interpretation to the family. A bilingual psychologist tested the pupil participants and made individual evaluation of pupil capabilities in the Spanish language.

Description of Program

The Bilingual Language Development Program was developed with the following student-oriented objectives:

- To instill in Spanish-speaking and bilingual students the need to speak, read, and write acceptable English as the language of formal communication

- To identify and analyze non-standard speech of Spanish-speaking students in terms of sounds, vocabulary, syntax, and meaning

- To develop content materials from the analysis of non-standard speech for instructional work with Spanish-speaking students, with emphasis on oral instruction

- To develop instructional methods for proper use by teachers.

Sixty pupils from Grades 1-6 were enrolled after a careful selection process. Pupils were not in a "self-contained" classroom, but came to the bilingual teacher out of the regular classroom. The pupil-teacher ratio did not exceed 1-5. Specific, individual instruction and drill was given each child with respect to his particular language problem. Field trips were organized to familiarize the pupils with new experiences and vocabulary. Much of the instruction was oral; however, writing skills also were stressed.

The bilingual family-aide's objectives were to give the parent an understanding of what his child was experiencing in the school program; and to give specific aid to the family, such as securing needed food and/or clothing, securing educational materials for home use, and referring families to appropriate agencies. The aide visited each home often and served as an interpreter when needed.

Evaluation

The Bilingual Language Development Program was evaluated by means of pre-test and post-test measurements. The data are reported as follows:

> To test the Vocabulary and Reading abilities of the bilingual students, the first and second graders were given the Stanford Achievement Test - Primary 1 battery. The third graders took the California Achievement Test - Upper Primary Reading and Language tests; the fourth, fifth, and sixth graders took the CAT - Elementary Reading tests. The first graders took the SAT and showed a grade equivalent average which could be considered "above-average" for the test population. The second graders indicated only limited progress in Word Reading and Work Study

Skills, with the mean scores in Vocabulary and Paragraph Meaning dropping on the posttest. The third graders recorded only a one-month gain in Reading Vocabulary, but the mean score in Reading Comprehension was raised five months, showing a good gain. The fourth graders were administered only one test, and their average could be considered "above-average" for this group. Gains made by fifth graders showed substantial improvement between pre- and posttest data, with a six months gain in Reading Vocabulary and a seven months gain in Reading Comprehension.

The parent involvement project resulted in an increased amount of parent participation in the classroom activities. Parents were quick to respond when they understood the program and felt themselves a part of it. Although not measurable, it was felt that the students benefited from the parent participation. As a result the bilingual program was considered to have been a success in meeting its stated objectives.

A BILINGUAL EDUCATION PROGRAM

Bonham Elementary School
San Marcos, Texas

Contributing Author:
Yancey P. Yarbrough
Director of Instruction

Bonham Elementary School established a bilingual education program which used English and Spanish in all parts of the school curriculum except the actual study of the languages themselves. The establishment of this bilingual education program had a long range objective — to preserve language resources and a culture historically meaningful in this part of the country. A second purpose for bilingual education was a more immediate strategy: to use the knowledge of the child's native language, Spanish, as a vehicle to learn instruction in English more effectively, always retaining the original language to a decreasing degree through the elementary grades.

The rationale for such a program is that a first grade child, for instance, who understands and speaks Spanish can more easily conceptualize the systems of reading and writing in his native language. The use of Spanish initially has the added advantage that the written and the spoken language are quite consistent; this phonetic consistency lends itself to using Spanish as an "initial teaching alphabet." A concentrated English language program is conducted concurrently, exposing the pupil to reading and, later, writing English only after the skills of understanding and speaking the language are firmly learned.

When the bilingual program began at Bonham Elementary School the school community was oriented to the goals of instruction. Student participation was voluntary, and Mexican American parents of 75 prospective first grade students signed their children into the program. Three bilingual teachers were selected as instructors. The school also contains all preschool

sections, special services, and testing specialists, and is the headquarters for health services.

The bilingual education program includes these components:

- Analysis of the children's abilities in both languages
- Study of home and cultural background of the pupils
- Teaching materials in both Spanish and English
- About sixty percent of the instruction in English and forty percent in Spanish
- Some units in language arts, social studies and mathematics taught in English and repeated in Spanish or taught in Spanish and repeated in English
- In the latter part of the school year, some units taught in one of the two languages, either Spanish or English and not repeated in the other; e.g., a unit in science might be taught in English while a unit in arithmetic might be taught in Spanish

The instruction in language arts and social studies started with a common unit on the family. This was followed by units on our town, our state, and our country.

The bilingual education program is now designed to meet the needs of children in Grades 1-3 who come from environments where the dominant language is Spanish. A month by month schedule has been developed involving pre-service and inservice teacher training, research, consultant service, writing teams for curriculum reconstruction, community involvement, and evaluation.

BILINGUAL INSTRUCTION

Del Valle Independent School District
Del Valle, Texas

Contributing Author:
Leedell Horton
Assistant Superintendent

Blending two worlds of language, culture and custom into one of understanding, tolerance and learning is the goal of the Creedmoor bilingual project in the Del Valle Independent School District in Austin, Texas. The bilingual program has two aims: (1) to help bridge the language barrier between two cultures that clash within the confines of the community in which these students live, and (2) to give each student proficiency in two languages. The program is for the benefit of all children regardless of background.

Description of Program

Every subject in every class in the Creedmoor Elementary School is taught in Spanish and English with each child receiving basic instruction in his native tongue. The teacher and the teacher aide work as a teaching team. When dual classes are being conducted, the teacher aide gives instruction in one language and the teacher gives it in the other. Flexibility is the key to bilingual instruction because some children speak one langauge and some speak two languages; therefore, each pupil must be allowed to proceed at his own rate of speed.

All children learn to spell words in Spanish and in English. In drilling, the teacher exercises the class in both languages. The meaningful objective of bilingual teaching is to give a student a sound foundation of a second language. In social studies pupils are exposed to both cultures through the language and the history. As the child advances in higher grades he is exposed more and more to mixing of the two cultures.

Evaluation

The program at Creedmoor School is commendable in that it gives all students a sense of oneness, of being a part of the whole. Emphasis is placed on the importance of the confluence of the two cultures. Children are taught to live in their world -- as it is.

ESL/BILINGUAL-BICULTURAL PROJECT: A REGIONAL APPROACH

San Diego City Schools
San Diego, California

Contributing Author:
Herb Ibarra
Project Director

In 1967 the San Diego City Schools and the surrounding county school districts identified as their greatest need a sound educational program for the Mexican American with substandard English proficiency or no knowledge of English. An 18-month project entitled "Exemplary Programs in English-as-a-Second Language" was developed. The program had two main purposes: (1) to identify and demonstrate outstanding programs in ESL, and (2) to establish effective liaison with the Spanish-speaking Mexican American community. To accomplish these two objectives the English-as-a-Second Language Center was established, and four districts were selected to demonstrate techniques in teaching and communicating with the Mexican American community. The Center provided inservice training for 100 teachers in cultural awareness of the Mexican American and in teaching English-as-a-Second Language. At the end of the 18 months, the Center began a new project entitled "A Regional Approach: ESL/Bilingual-Bicultural."

Description of Program

This program, which started August 1, 1968, was designed to demonstrate effective means of developing English proficiency through bilingual instruction of four groups of children over a three-year period.

Lowell Elementary School furnished children in preschool, kindergarten and upper grades for the program. Two project teacher-writers developed preschool and kindergarten lessons in Spanish for concept development; one teacher-writer developed lessons in Spanish for teaching social studies in the upper grades. All three teachers adapted Teaching English Early to

accompany the Spanish lessons. These teacher-writers field tested the materials and demonstrated the lessons to visitors from other schools. Memorial Junior High School provided non-English-speaking youngsters for field testing bilingual lessons. Two teacher-writers at this school developed, field tested and demonstrated social studies and mathematics lessons in Spanish.

Two specially designed classrooms, equipped with one-way mirrors and two-way communication systems, allow visitors to observe the bilingual programs in operation without disturbing the actual classroom situation. To assist writers with preparation of lessons, a bilingual clerical staff and a graphics artist were employed.

A vital area which received great attention, because of its success in the initial project, was the Center's involvement with the Mexican American community. This involvement was extended, as inter-district cooperation is an important and necessary factor to the program. Six satellite districts in San Diego County participated in the Project program, receiving on-site leadership development in ESL/Bilingual instruction. Each of these districts and the two target schools in the San Diego School District retained a community aide to assist in home/school liaison with Spanish-speaking parents.

The quality of instruction is important to the success of any teaching. Monthly inservice training was provided by the Center staff for satellite districts and San Diego teachers. Training sessions emphasized the use of Teaching English Early and the development of a cultural awareness of the Mexican American community.

Designing testing instruments to facilitate placement of non-English-speaking children was a high priority objective. Placement with such instruments is based on the child's actual English-speaking proficiency.

Within the three-year period of this program the Project intends to prove that effective bilingual instruction can launch the non-English child in the regular classroom. Complementing this objective is the involvement of the child's parents and the entire Mexican American community in this educational process.

Evaluation

The ESL Center has accomplished the following:

- Most districts in San Diego County have made commitments to provide ESL or bilingual programs.
- School districts within San Diego County are now providing Spanish-speaking conferences in schools with Mexican American populations.
- More teachers are eager and able to teach English-as-a-Second Language.
- The Mexican American community has shown greater interest and more active participation in educational affairs.
- Special materials have been developed for teaching ESL and lessons in Spanish to further enhance cognitive skills.
- A specialized test for English proficiency placement has been developed.

The many visitors who have come to the Center or written the staff for assistance indicate that there is a need for this type of program throughout the United States. The requests for assistance have resulted in the initiation of new programs for the Mexican American in other communities throughout the Southwest.

BILINGUAL INSTRUCTION IN A SUBURBAN SECONDARY SCHOOL SYSTEM

Grossmont Union High School District
La Mesa, California

Contributing Author:
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Assistant Director of
Educational Operations

The Grossmont Union High School District is located in a suburban area of San Diego, California, and serves 18,000 high school students, most of whom come from the middle and upper, white, socio-economic groups. The student population also includes a small percentage of Mexican Americans. Prior to high school these students had little opportunity to participate in programs designed to meet their special needs, as the elementary districts serving the high school district were unable to finance such programs.

Description of Program

A district-wide study was conducted in 1968 and two special programs were designed to meet the needs of Mexican American students. Each bilingual program had approximately 25 students taught by a native Mexican American teacher. Students were programmed according to needs of the individual. Each youngster received one hour of instruction in English, and some received instruction in mathematics and social studies in Spanish. The bilingual teacher became the student's counselor and interpreter for the regular school program.

Students were encouraged to participate as much as possible in the regular school program. Mexican American students also continued instruction in Spanish with advanced Spanish-speaking students from the Anglo community. In addition, classes in English concerned with the Mexican American culture were made available to Anglo and English-speaking Mexican American students.

The basic objectives of the program are:

- Improved performance in the academic program
- Improved self-image of Mexican American students
- Communication of the Mexican American culture to the Anglo community
- Involvement of students and parents with the school and the community

It should be recognized that districts having small numbers of minority students have special problems -- problems which are just as real and pressing as those which exist in districts where the majority of the students are from minority groups.

Evaluation

The program has been found highly successful in the following areas:

- Decreases in absenteeism among minority students
- Improvement in student attitudes toward the rest of the school program
- Improved relationships between the schools and families of Mexican American students
- Increased awareness on the part of the staff of the special needs of Mexican American students
- Increased desire among the Anglo student population for more information on the Mexican American culture.

BILINGUAL EDUCATION FOR SAN FRANCISCO'S SPANISH-SPEAKING STUDENTS

San Francisco Unified School District
San Francisco, California

Contributing Authors:
Elmer Gallegos, Supervisor
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Spanish Bilingual Education
Program

The San Franciso Unified School District receives a constant flow of Spanish-speaking immigrants, not only from Mexico, but from all Spanish-speaking areas of the world. In common with other urban areas of California and the Southwest, it has always had a fairly large Spanish-speaking population composed of native Californians of Spanish heritage; however, in contrast to school districts with more or less homogeneous Spanish-speaking populations generally Mexican American in background and culture, San Francisco must provide a bilingual education program that is flexible, sophisticated, and adapted to its highly diversified population and environment.

Students from Mexico, Nicaragua, El Salvador, Cuba, and other Spanish-speaking areas, as well as those from Spanish-speaking homes in San Francisco, bring their varied language and academic backgrounds into elementary and secondary classrooms. They require assistance if they are to adjust to the required curriculum and realize their full potential as individuals. For years an Americanization program was the only form of assistance available to these students. Now San Francisco has begun to meet the needs of resident and immigrant Spanish-speaking students with a Spanish Bilingual Education Program designed to help them acquire necessary communication skills in English, learn required subject content, and develop respect and appreciation for their cultural heritage.

In 1968 the Board of Education and the District administrative staff made a commitment to the development of a totally bilingual program in

Spanish and English that would eventually be offered in Kindergarten through Grade 12. The first classes were introduced in three elementary schools and one junior high school in February 1968. School district personnel worked closely with the Spanish-speaking community in developing and planning a program appropriate for the San Francisco schools. From the beginning it was agreed that development of communication skills and transmission of subject content in Spanish as well as English would be the guiding principle of the program.

The basic orientation of the program has remained the same since classes began in 1968. Pupils use their native language for induction into conceptual content and learning strategies employed in English language lessons. All lessons are carefully sequenced linguistically and conceptually. The teacher structures an activity for pupils, and they talk in Spanish about the experience, providing a cognitive bridge between experience and thinking. Instruction in English follows while the pupils repeat the original activity or a similar one, thereby learning the appropriate English language patterns with which to express the concepts developed in their previous experience. By moving directly from experience to the target language (English), pupils avoid many of the pitfalls of translation. Though much emphasis is on the development of English language skills, pupils are also learning to think and speak more precisely and fluently in Spanish.

In support of the instruction program during the first semester, considerable effort was devoted to (1) training staff members, (2) establishing channels in the school district within which the project could develop, (3) developing community support, and (4) arousing pupil and parent interest in the program. Major emphasis was placed on staff development so that a group of experienced teachers would be available to provide leadership when the program expanded. Inservice programs were conducted at the elementary

and junior high schools to familiarize teachers with new materials and techniques. Video tapes were prepared to permit analysis and evaluation by instructors and supervisors.

Orientation meetings were held for all staff members and advisory groups. An evening orientation program for parents and community representatives gave them an opportunity to observe techniques used in the classroom and to discuss the program with teachers and administrators. Communication within the community has been an important factor in the rapid progress and expansion of the program thus far. Rapport between the school district and the community has been strengthened by the work of home-school teachers who coordinate their work with that of the classroom teachers. In addition, a bilingual newsletter has been distributed among parents, school personnel, and community organizations.

After the first semester's experience, a summer program was organized to allow 270 pupils in Grades 1-4 to receive instruction in a totally bilingual atmosphere. Results of the first summer program convinced the district of the need to offer bilingual instruction throughout the year, and interest in the summer program can be measured by increased enrollment at all levels -- 320 pupils at the elementary level, 80 at the junior high level, and 50 at the senior high level. Funds have been allocated for a summer workshop in which teachers, curriculum writers, and consultants will continue to work for a more effective bilingual program through the development of visual aids and evaluation forms, the selection of tests and measurements to assist with placement and evaluation problems, and the generation of new and supplementary materials.

Evaluation

To aid in planning and implemenation during the first phase of the program the staff provided for:

- Teacher ratings of the verbal functioning of pupils,
- Surveys of parent opinions (in Spanish and English) of program effectiveness,
- Surveys of administrative opinions regarding the program, and
- Surveys of teacher opinions during the pilot phase.

Frequent meetings were held with teachers throughout the year to discuss the materials being used and the general progress of the program. Data obtained from the ratings, surveys, interviews, and discussions were used as guides for planning, revisions, and pupil placement.

On the basis of parent and pupil response, community interest, and early evidence of the contribution of bilingual education in the San Francisco schools, the district has expanded the program and has encouraged experimental and innovative approaches in its further development. The enthusiasm, interest, and degree of commitment aroused by the program among teachers, parents, and the Spanish-speaking community indicate the possibility of a permanent bilingual education program in the San Francisco schools. Program evaluation has been based on reactions of participants and observations of concerned individuals, both laymen and professionals, primarily because it was first necessary to decide the type of program needed in order to determine the evaluative criteria. The next year of experience should provide sufficient quantitative and qualitative data to permit a definitive statement regarding the program's impact and probably long-term effect.

ENGLISH-AS-A-SECOND LANGUAGE AND ORAL LANGUAGE PROGRAMS

Two other general approaches to alleviating the English language deficiencies of Mexican American students are English-as-a-Second Language (ESL) and oral language programs. The basic goal of most of the ESL and oral language programs is to improve Mexican American student's English language skills in order for them to be successful in the regular instructional program. In most instances these are special programs designed for Mexican American children prior to the first grade or for older students as an addendum or supplement to their regular school activities.

A thread running through many of the ESL and oral language programs is the assumption that English oral language skills must be developed prior to reading and writing. When these oral language skills have been developed, Mexican American students can then compete favorably in the regular school program, including activities involving reading and writing. While the ESL and oral language programs generally require the availability of specialized material and equipment, the cost is not prohibitive for even the smallest school district. In fact, most schools serving Mexican American students participate in federal or state programs whereby such material may be procured. For several years specialized training programs, short courses, and workshops have prepared teachers to work with ESL or oral language projects.

The first summary in this section describes an ESL program in Dexter, New Mexico. Essential features of this program include an oral language development program, a voluntary reading program, the use of bilingual classroom teacher aides, an informal PTA program to involve more Mexican American parents, and extensive use of oral language aids.

The next summary emphasizes the need for continual evaluation and improvement of ESL programs. It describes the procedures used in the Los Angeles Schools whereby continuous feedback can be translated into an improved curriculum and instruction in ESL classes.

Five- to seven-year-old Mexican American students in Douglas, Arizona, participated in an oral language program for approximately 25 minutes per day for an entire school year. The SWCEL Oral Language Program materials are used by the staff for oral language development as a supplement to the regular instructional program. The Pomona program emphasizes the integration of ESL material in the regular classroom and the utilization of readily available teaching aids. An innovative feature is the introduction of the parent into the project's evaluation process with the classroom teacher.

A junior high school level program operated in Midland, Texas, is designed to present ESL materials in a one-semester program. Divided into three equal segments of six weeks, the first unit stresses oral expression, the second utilizes written work, while the last segment coordinates oral and written material with in- and out-of-school experiences.

An ESL program conducted in Chula Vista, California, divides high school students on the basis of English language ability. A detailed outline of the evaluation procedure and the criteria for assignment of students into the three levels of language functioning is included. Additional features concern the strong relationship between the ESL program and the regular academic curriculum, the determination of the opportune time to transfer ESL students into the regular school program, and the procedure used to record progress in ESL programs.

The Carmichael, California, contribution describes a technique utilized by a large district to serve relatively few Mexican American students. Two additional California programs appearing at the end of this section emphasize the improvement of English and Spanish language skills of high school students. The ESL program is reported to be effective, not only in increasing language skills, but also in improving the students' self-concept and achievement in a number of high school subject areas.

THE ESL PROGRAM IN DEXTER, NEW MEXICO

Dexter Municipal Schools
Dexter, New Mexico

Contributing Author:
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Migrant Education

Dexter, New Mexico, a small agricultural community, has a school enrollment of 60 percent Mexican American. School authorities became alarmed over the lack of interest and the large dropout rate of Mexican American students, and in 1964 the district implemented a two-track system in the high school. The dropout rate fell from 40 percent to five percent as a result. Further analysis disclosed that the academic background of the Mexican American graduate was still far below that of his Anglo peer. To remedy this problem, the school district initiated an ESL program in 1967 designed to increase the Mexican American student's ability to understand and absorb material presented in the classroom.

A bilingual kindergarten and first grade are offered for non-English-speaking children. Kindergarten and first grade teachers are assisted by bilingual aides. However, many students without a knowledge of the English language are scattered throughout the elementary grades and high school, such as children whose parents are recent immigrants from Mexico. One successful innovation is a developmental class designed to give these children knowledge of English in the shortest possible time, enabling them to enter the classroom prepared to understand and absorb instruction.

Description of Program

Except for first grade, no formal reading program exists, as the primary objective is proficiency in oral language. However, the written

word is not totally ignored. Extensive work has been done to build up an effective voluntary outside reading program. The majority of the Mexican American students in the third grade and above usually are reading at a level of frustration. Books were selected from the reading program by using the following criteria:

- Can the child relate to the content?
- Can the child recognize the characters depicted on the cover and in the book?
- Are the books written in both Spanish and English?
- Do the books in Spanish and English have the same high interest level?

Before the implementation of the above criteria in the selection of books, outside reading interest was almost nonexistent. A series of Spanish-English books published by the Whitman Press of Racine, Wisconsin, were obtained. Several Dr. Seuss books available in Spanish and English bilingual versions were also acquired. Spanish versions of the Golden Books were obtained from:

Novaro Editores-Impresores S.A.
Calle 4 Nos 7, 9 y 11
San Bartolo Naucalpan
Estado de Mexico

To involve Mexican American parents in the school, an informal PTA program was started. Response far exceeded expectations. In spite of the obvious language barrier, the superintendent and principals always speak to the group using a bilingual teacher as translator. In addition to meetings, the principal and teachers make frequent home visits. This has resulted in greatly improved relations between the school and the Mexican American parent. Better quality work is being accomplished by pupils, and parents have lost their inhibitions about visiting the school.

Bilingual aides, primarily recent high school graduates, are hired to assist the teacher with his teaching duties. To date, all have been trained in workshops and through inservice sessions to be effective teachers and frequently teach in the classroom for several days at a time.

Visual aids and games are effectively used in the oral language program. The children give four-minute commentaries which assist them in coordinating mind, eye, and speech. As a child's commentary must pace itself with an eight millimeter film, this activity increases language fluency and helps the student overcome a natural shyness. Games have also proven a valuable means of increasing language competence. Baseball, marbles, volleyball, and other games are excellent activities which open up a world that can't be duplicated in the classroom.

The teacher should completely understand the Mexican American culture, since an important aspect of the education of the Mexican American child is helping him make a successful transition from his culture to the Anglo culture. Older Mexican American students (seventh grade and over) are given presentations on cultural differences between the Anglo and Mexican.

Evaluation

The English-as-a-Second Language Program has been successful in helping the Mexican American child bridge an educational and social gap both in language development and culture. Children, their parents, and school staff have reacted favorably to the ESL program. Those evaluating the program have been impressed with our efforts to meet the needs of Mexican American children. Statistical information on school success is not available, but the entire staff is enthusiastic over the early results

they can see in classrooms. Our approach to the problem of ESL is a positive one. We begin by building an appreciation for the language and culture that a child brings to school before we begin the task of teaching English as a second language.

A PROCEDURE FOR CONTINUED EVALUATION AND IMPROVEMENT OF ENGLISH-AS-A-SECOND LANGUAGE INSTRUCTION IN SECONDARY SCHOOLS

Los Angeles Unified School District
Los Angeles, California

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The Los Angeles Unified School District for many years has provided specialized instruction to students whose English language skills have kept them from participating in a regular school program. Fall 1968 reports showed nearly 4,500 pupils from 61 countries and 35 language backgrounds. Spanish-speaking pupils accounted for 82 percent of this group, and pupils of Mexican descent accounted for 50 percent.

Originally, pupils of similar backgrounds generally received no specialized instruction except that provided by alert and dedicated teachers. Although no district program based on learning and language theory was particularly adequate, isolated cases of special classes were organized to meet the needs of pupils with language handicaps.

With time, however, varying programs (Foreign Adjustment, Foreign Students, Non-English-Speaking) were developed in answer to the language challenge. Series of inservice education programs were conducted to provide teachers with the background and expertise to deal with the problem.

The Program for English-as-a-Second Language and Foreign Students, organized in Summer 1968, provided instruction in English-as-a-Second Language to students whose English language skills keep them for participating in a full regular program. The period of growth was not without its rewards. It established the fact that pupils have language needs which must be handled in a special way. It revealed that language needs must be identified before they can be served; that methods, techniques,

and instructional materials must be considered only as tools to be adapted or replaced by new and better ones if they do not meet the needs; and that the teacher's professional growth and competence are integral parts of the instructional program.

Description of Program

The ESL project idea was to provide a school environment where teachers and resource personnel could put into practice the latest knowledge in language learning theory, methodology, and techniques. The classroom would be the laboratory where resource personnel, teachers, and pupils would identify pupil language problems and needs and seek avenues or approaches that would lead toward their solution. New ideas could be tested in real classroom situations with immediate feedback and evaluation. Individuals would share experiences as they visited and observed classrooms, engaged in discussions, or read relevant material. Successful and recommended lessons, practices, and techniques would be written and distributed to ESL teachers.

Nearly 200 children ranging from preschool to Grade 12 were recruited to take part in the project. Language performance skills ranged from Beginning (no English language skills) through Advanced (ready to make a transition to a regular program). Twelve teachers were assigned to provide instruction in the various performance levels. Five resource persons worked with teachers to help develop and organize appropriate reading and learning situations.

Teachers were responsible for creating a normal, summer school, teaching-learning situation. They were committed to try innovative techniques; expand upon current teaching practices; experiment with instructional material

and equipment; seek to identify problem areas; and test curriculum lessons, teacher-developed evaluation instruments, techniques, and other activities recommended by peers and resource personnel.

Resource personnel concerned with multi-media instruction, reading, composition, ESL, and pupil progress evaluation visited classes to observe teachers and the response of students, made recommendations for improvement of instruction, developed specific lessons and techniques for teachers, and performed other duties and activities that teachers might request. Teachers and resource personnel met daily after classes to discuss problems, exchange ideas, and evaluate the progress of the pupils and the program.

Evaluation

Project objectives were evaluated according to pupil scores on teacher-made tests and teacher and staff ratings of the project. Teachers used established as well as experimental methods and innovative materials developed during the program. A comparison group receiving traditional instruction was used for evaluation purposes.

Analysis tests were administered to the experimental and comparison groups during the first and last weeks of the project. Mean scores were determined to be significantly higher for the experimental (project) group than for the regular (comparison) group. Staff ratings indicated that the project was judged most effective in:

1. Developing techniques for improving pupil reading skills.
2. Providing pupils with specially developed instructional material.
3. Providing resource assistance to teachers.

Feedback from teachers suggests that many students who participated in the project are ahead of those who did not participate in the project.

AN ORAL LANGUAGE PROGRAM FOR MEXICAN AMERICAN CHILDREN

Douglas Public Schools
Douglas, Arizona

Contributing Authors:
Mrs. Mary Gabilondo
Mrs. Mary Belle Harlan

The Oral Language Program is based on materials designed by the Southwestern Cooperative Educational Laboratory (SWCEL) for Spanish-speaking elementary school children. The program was field tested in Fall 1967 in four schools: Douglas, Arizona; San Miguel, New Mexico; El Paso, Texas; and Smyers, Texas. In 1968 the Laboratory staff revised the lessons and added supplementary materials based on the evaluative information received from field tests. The outcome of this effort is referred to as the SWCEL Oral Language Program.

Description of Program

The Oral Language Program is a set of daily lessons about 25 minutes each, designed to help five- to seven-year-old children who do not speak English or who speak dialects of English. There is sufficient material for one school year, or roughly 147 lessons. No direct instruction is given in either reading or writing English since lessons deal solely with the oral and auditory aspects of English.

Program language is both controlled and sequenced. It attempts to provide the pupils with enough experiences in English so that they will be able to confront new utterances and new situations successfully. Experiences are provided in a context of games, physical activities, dialogues, pictorials, and other stimuli. Question-asking and answering appear and reappear throughout the lesson.

Lesson content is divided into the two areas of Structure and Pronunciation. Structural content deals with arrangement of sentences and the natural way language is used. Lessons progress through the pronoun system, increase in the number of verb tenses handled, elaborate sentence types, and add more sentence types.

Pronunciation sections of the lessons emphasize articulatory skill as well as skill in discriminating sounds. Some examples are English pitch and stress, the variety of syllable-final consonant articulations, the complex relation between the kinds of final consonants and the length of preceding vowels, and the articulation of th (as in the), vowel dipthongs, and retroflex r. At first the children practice modulating their voices, in shout and whisper, and clapping their hands in utterance rhythms. Practice follows in differentiating voiced stops from voiceless aspirated stops. The last lessons concentrate on consonant clusters.

Each lesson is divided into three sections:

1. Objectives - The beginning of each lesson summarizes what the pupils are expected to accomplish during that lesson.

2. Materials - The number and kinds of items needed for the lesson are listed.

3. Presentation - It is organized into activities and steps. The activities, which range anywhere from one to 10 steps each, are units directed toward particular lesson goals.

The teacher should plan for at least a half-hour of preparation time per lesson. A teacher aide supervises the rest of the class while the teacher gives a lesson to one group. The aide also sets up the materials needed for the lesson and puts them away.

The lessons use three kinds of materials:

1. Pictures or cut-outs - These were provided by the Laboratory.

2. Toys - These are usually available in the primary grades of any school. If not, they can be acquired inexpensively or children can make their own.

3. "The Real Thing" - These are things such as foods, articles of clothing, utensils, and other classroom paraphernalia.

An important aspect of the program is puppets, used to introduce new dialogues, and costumes which help the child create a role and the teacher establish a situation.

Evaluation

The Oral Language Program is being taught by six teachers to first grade Mexican American children. It is also taught in the summer to preschool groups. Teachers find this program easy and enjoyable to teach. They feel that it helps the shy child to develop confidence, to speak so he can be heard, to give the correct pronunciation of phonetic sounds, to use the correct form when asking questions and when responding, to develop imagination, to participate in activities, and to have fun while he is learning.

MODEL FOR AN INTEGRATED ESL PROGRAM AT THE ELEMENTARY LEVEL

Pomona Unified School District
Pomona, California

Contributing Author:
Leah Marks
ESL Teacher

At each grade level in James Madison Elementary School, children who speak little or no English have needed supplementary help. Initial organization and planning for the current program began in 1966 after observation of several established ESL programs in the Los Angeles area, and after an extensive review of the literature on the subject of English-Spanish bilingualism.

Description of Program

Each of the 30 to 40 children in the program comes to the ESL class for approximately an hour a day to work in a small group of 10 or fewer. Style of teaching and use of materials are dictated by the child's language handicap and grade level. At the primary level language learning is more "active" and "inductive" than with older children. At the beginning of the year, much work is done through echo phrasing and drum rhythms. The drum beat stresses syllabication, focusing the child's attention on the end as well as the beginning of the word. Later longer phrasing is possible, with the drum stressing the intonation pattern. Puppet dialogues, most from Spanish language records, are practiced, memorized, and taped. Original dialogues are encouraged in both languages and, later in the year, are videotaped and shared with the child's regular class.

Language learning at the primary level is also encouraged by painting and follow-up discussion, dramatic play, number games, color games, singing,

and field trips. Stories are read in Spanish and in English, with many retold by the children themselves.

Through frequent conferences with the classroom teacher, special problem-solving work is arranged in those areas where the child experiences most difficulty. Both Spanish- and non-Spanish-speaking aides are helpful in getting children to practice patterns and work in problem areas.

Upper-grade children (Grades 4, 5, and 6), able to read and write Spanish, practice these skills or perfect them. More structured methods are used to teach these children English. Learning by induction is still favored with older youngsters, but this emphasis is balanced by an increased use of deductive techniques.

The child is taught to use a language dictionary. The Dictionary of Spoken Spanish (Dover edition) has proven the best, partially because words are defined in the context of a sentence. El Sol, published by Scholastic Magazine, provides practice reading in Spanish, crossword puzzles, discussion of current events, and the translation of ideas from Spanish into English.

As with the younger children, field trips to the mountains, tide pools, zoo, and farm provide settings for increasing vocabulary learning and general experience.

A special program of Cross-Age Teaching, begun in Spring 1968, involves the use of bilingual or monolingual fourth, fifth, and sixth graders as teacher aides. Their job is to provide tutorial help for the primary grade ESL children. Since the aides eventually tire of their teaching role, a new group of 20 cross-age teachers is chosen every three months. In September all aides selected are bilingual; by March this

criterion is no longer necessary, since the ESL pupils are advanced enough in the English language that they no longer need continuous bilingual tutoring.

Three days a week the cross-age teacher spends a half hour teaching followed by approximately 15 minutes of writing up the lesson, results, general reactions, and future plans. These are then recorded in the cross-age teacher's own notebook, which is later read by the teacher and commented on in writing. Every two weeks aides meet with the supervisor to discuss problems, new ideas, and techniques and to learn to use equipment. Primary teachers are enthusiastic about the CAT program, and the role of cross-age teacher has become a status position for the older children.

Evaluation

Before entering the program children are pretested for sound discrimination and knowledge of English and Spanish vocabulary. This testing indicates each child's problem areas and is the basis for deciding whether he should be included in the ESL program.

Three components of the ESL program merit special consideration:

First, the cross-age teacher format has provided a unique opportunity for upper-grade children to learn responsibility, while primary students are given a valuable tutorial learning experience. Many children become more aware of their own abilities (and limitations), while others are able to satisfy a personal need to carry responsibility and help others.

Second, parent-teacher conferences provided a learning experience for both the school and the community. Parents and teachers meet frequently in order to better understand each child's problems, limitations, and

abilities. Further, these conferences offer a constructive alternative to the traditional grading system, which often measures inaccurately and with little sensitivity to the child's individual personality.

A final, crucial program component is the use of systematic evaluation procedures, including applicable standardized tests. This permits a longitudinal evaluation of each pupil's progress through the program.

CURRICULAR MODIFICATION FOR MEXICAN AMERICAN YOUTH

San Jacinto Junior High School
Midland, Texas

Contributing Author:
Lois Rogge, Coordinator
of Elementary English

District-wide boundary changes in 1968 brought a number of Mexican American students to San Jacinto Junior High School for the first time. English was a second language for most of them, and they came to school with severely deficient communication skills. Nearly all of the students were enrolled in remedial reading classes and in modified English classes during the Fall semester. However, students with the greatest language handicaps participated very little in learning activities, even in remedial classes. At the beginning of the Spring semester a group of Mexican American students who most needed oral English language practice were selected to participate in a special language development class.

Description of Program

Many problems were involved in starting the class. Most students selected for the class preferred to continue hiding their oral language deficiency by remaining silent in a regular class. Being in a small "special" class threatened their security. Finding appropriate materials was another difficulty. Only materials for teaching English as a second language to the very young or to the more mature were available. Much adaptation was necessary to tailor these materials to the junior high school level.

While formal pretests were administered to the class, other methods were used to determine the language level of the students. Audio and

video tapes were made as students described pictures and read aloud from books of various levels of difficulty. Language teachers held conferences with teachers and students to learn performance weaknesses which related to a lack of English language facility.

Emphasis in instruction was always on oral language. For at least six weeks, the work was exclusively oral; later, when written work was assigned, the same work had to be done orally. Pictures, films, recordings, tapes, and field trips were used to develop experiential background that would motivate conversation.

English This Way, an English-as-a-second language program published by the Macmillan Company, provided a structure for the language development program. These books supplied a systematic presentation of English speech patterns, basic grammatical principles, special drills in pronunciation, and some reading. Books were used almost every day but never without being supplemented by other media.

Observations by teachers which might be helpful to others in working with similar groups are:

- Segregation of boys and girls for some oral activities was especially helpful to the girls.
- Students were inclined to reject everything new at first, but developed an appreciation for it as teachers explained it.
- Repetition was necessary in establishing speech patterns, but change in activity was vital to maintaining interest.
- Narrative poetry proved to be popular.
- When handled tactfully, choral reading was enjoyed.
- Students had little concern for "perfections" in pronunciation of English.

Evaluation

Students' attitudes improved toward school and toward learning. Students began conversing with the teacher, and words and phrases from the instructional material appeared often in their speech. Tape recordings showed increased language facility. Students corrected some errors of pronunciation. They were more willing to speak English to each other and were relaxed when doing so.

A SUMMARY OF AN ENGLISH-AS-A-SECOND LANGUAGE PROGRAM

Sweetwater Union High School District
Chula Vista, California

Contributing Authors:
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ESL Committee Chairman
Ray Haller
ESL Teacher
Southwest Jr. High School

The students served by the English-as-a-Second Language Program (ESL) in the Sweetwater District are those who do not possess sufficient language skills in English to be able to function effectively in a regular classroom. The program's objective is to prepare the student as rapidly as possible to function effectively in the regular school system.

Description of Program

Three levels are organized according to English language ability. Level I includes those who have few or no language skills. Level II is the intermediate group for those able to function in English to a fair degree. Level III students can speak and understand English well but need improvement in grammar, reading, and writing.

Instruction periods vary according to need. Level I students have four ESL class periods each day and two periods in subjects requiring less language ability, such as physical education, vocational training, and homemaking. Level II has three ESL periods and three periods in regular classes. Level III has two ESL periods and four regular classes.

Classes enable the student to progress academically as well as linguistically. In addition to English, other subjects taught are reading, mathematics, and social studies. Social studies includes American history, world history, geography, and citizenship. All classes include language centered

around content material. The method of instruction is the audiolingual approach based on sound linguistic principles and organized with deliberate progression and continuity.

Bilingual instruction is given as needed. Most instruction at Level I is in Spanish while, simultaneously, the students are taught to handle the lessons in English. Level II students are able to function most of the time in English, using Spanish only when new words and structures are encountered. However, vocabulary and performance must be controlled to a large extent. Level III performs almost entirely in English, if lessons are kept within the capabilities of the students. Bilingual materials, many prepared by the teacher, are available at all times for instructional purposes.

All teachers in the ESL program are conversant in Spanish. Several are native speakers. Teacher coordination is assured by all having preparation periods at the same time. Program flexibility is provided by scheduling ESL classes in "blocks." This allows students to be moved up or down within the program as their proficiencies indicate.

Two teacher aides are employed in the program to provide more individual attention to each student. A community aide, a native Spanish speaker, is available to perform liaison functions for the home, community, and school.

ESL students are assigned to the program in the following manner:

> New students are referred by counselors if an interpreter is needed when the student registers at school.
>
> Seventh grade students from area elementary schools are recommended through articulation conferences between elementary and junior high schools.
>
> Other students are referred by classroom teachers when a student is unable to do work in the class because of a suspected language deficiency.

All referred students are interviewed and tested by an ESL teacher to confirm that the problem is language. Tests are on an individual basis and may include some or all of the following evaluative procedures:

1. Structured conversation in English designed to reveal language deficiencies
2. Inventory of Phonetic Skills
3. Dade County Test when indicated by results of Inventory of Phonetic Skills
4. Wide Range Test of Reading Vocabulary
5. Investigation of student's background and previous educational experiences

After testing the student, the teacher makes an objective and a subjective decision as to where he should be placed. When placement errors are discovered, corrective action is taken.

Multiple levels may be assigned if a student is not at the same level in all subjects. For example, a student may speak English fairly well but be poor in mathematics; thus he may have Level III English and Level I math. Another may not speak English well but be good in math and, thus, be in Level I English and Level II math. Many students are in two and, on occasion, three levels. Students change levels or leave the ESL program as a result of proven classroom performance.

The ESL class is structured to fit the students' abilities and needs -- not vice versa. In this atmosphere the student can succeed and develop a sense of worth. In addition, ESL teachers are aware of and sensitive to the problems facing the students and are able to provide individual help in the classroom.

Purposeful effort is made to apprise the student of his cultural heritage, and no attempt is made to Anglicize the students. They are shown

that they can be who they want to be, have worth, lead effective lives, and contribute to the society in which they live.

Testing is conducted on a continuous basis. Some tests are given to determine placement, and others are used to measure general progress. All test results are placed on a comprehensive file card for year-to-year comparisons.

Audio-visual media are used widely to give the students visual concepts and listening experiences in a number of subjects. Field trips are conducted to many places of interest in the surrounding area. The trips provide concrete experiences which enlarge the understanding of the student about his community.

Guidance is an important area which needs attention. Ways are being studied to bring more effective individual and group counseling to the students, in addition to that done by the regular counselors.

Teacher judgment determines when students are ready to leave the ESL program. Objective as well as subjective measurements are used to decide student readiness for leaving the program.

The basic objective measurement used is the Dade County Test of English structures and pronunciation. However, this must be administered individually, and measurement is based on oral responses to questions by the examiner. Thus, administration time limits its use to a selected number of students.

Inventory of Phonetic Skills, Test Three, (Section D) which can be administered quickly and uniformly by a teacher-prepared tape to a group of students, is used as a screening measurement to select those who are likely to perform well on the Dade County Test. The Inventory of Phonetic Skills tests ability to hear a spoken sentence and select the correct one

of four printed words to be used in the sentence. Only students with a score of no errors are then given the Dade County Test.

A score of 90 or higher (out of a possible 100) on the Dade County Test is interpreted by the ESL staff as evidence of ability to function in a regular school program. Follow-up evaluation of former ESL students in the regular classes shows this decision to be accurate in terms of later success in the regular program.

A number of options are available when a student moves out of the program. Usually he is sent to Team Teaching where the instruction is in English but is centered around reading. Remedial reading instruction is also available if needed. If the student does well in Team Teaching, he may move to a regular classroom the following year. Some students go from ESL directly to regular classrooms. If they fail to do well, they may be transferred to Team Teaching or returned to the ESL program.

Program Summary Statistics

1. Total number of students in district ESL programs - 378
2. Title I enrollment - 286
3. District supported enrollment - 92
4. Number of ESL teachers in district - 15
5. Six Title I teachers teach a total of 25 periods per week
6. Nine district-supported teachers teach a total of 19 periods per week
7. Levels of Proficiency throughout district: Level I - 158; Level II - 139; Level III - 81
8. Number moved from ESL into regular programs at Southwest - approximately 25 at the end of each year, 12-15 at midyear, and 4-8 at other times during the year.

9. Number of junior high periods taught - 30 in eight schools

10. Number of high school periods taught - 14 in seven schools

11. Teacher-pupil ratio varies from 1-14 at the lower levels to 1-25 at the upper levels. Fifteen to 18 is considered ideal.

ENGLISH-AS-A-SECOND LANGUAGE TEST AND ACTIVITY CARD

Sweetwater Union High School District
Chula Vista, California

Contributing Authors:
Clarence C. Cate
Testing Consultant
Ward T. Donley, Director
Special Projects

The English-as-a-Second Language Test and Activity Card was developed after a year of experience with ESL classes in our junior and senior high schools. Evaluation showed that many students would continue in the ESL program for several years and that test scores and cultural experiences needed to be recorded for these students. This procedure provides cumulative information which is available to all teachers working with students during the time they remain in the program.

The ESL Test and Activity Card is designed to encapsulate information about each student participating in the program. The 5" x 8" cards are prepared and maintained during the year by the ESL teacher or her aide. Cards are picked up at the close of the school year and distributed to the students' ESL teachers for each successive year that the students remain in the program.

Teachers or aides prepare a new card each year a student is in the ESL program. The cards are clipped together so that cumulative data are available which show changes in test behavior as well as noting field trips and cultural activities in which the student participated. Pertinent information is entered on a card when a student leaves the ESL program, e.g., moves to regular program, transfers to another school, drops out of school. These cards are placed in an inactive file, and at the end of the year statistical data can be gathered on the mobility of new students admitted to the program one month after school has begun.

The ESL Test and Activity Card has proven an excellent source document on each student. Clerical time is required to keep the card up to date; however, the actual posting of information on the card can be done effectively by teacher aides.

PROGRAMS FOR MEXICAN AMERICAN PUPILS IN A LARGE DISTRICT WITH RELATIVELY FEW MINORITY STUDENTS

San Juan Unified School District
Carmichael, California

Contributing Author:
Elizabeth D. Elms
Resource Teacher
Elementary Foreign
Language and ESL

The San Juan Unified School District in the suburbs of Sacramento is a large one: 52 elementary schools (K-6), 11 junior high schools (7-8), and nine high schools. Students from several minority groups are enrolled in all the schools but very few in any one school.

For many years attempts have been made to meet the needs of the Mexican American children who enter our schools at all levels, handicapped due to their inability to speak or understand the English language. The needs of these students are identified on an individual basis when they are enrolled. The classroom teacher usually is the one who works with the student, using materials and techniques which have been provided by a resource teacher from the district office. The district's Curriculum Center maintains a small library of written materials which help the teacher in oral language practice, and an audio-visual collection of filmstrips, flat pictures, and other materials.

Description of Program

The techniques of foreign language teaching are most useful in working with children of any age who are faced with learning to speak English. A new language is learned in essentially the same way as the native language -- through hearing it spoken, through practice, correction, and more practice. It is essential, then, that the beginning phase be exclusively audiolingual,

one of hearing and speaking only, until the student has acquired the ability to understand and use minimum vocabulary in simple sentence patterns basic to understanding and communicating in the school and classroom environment.

State textbooks are now available to California school districts for teaching English-as-a-Second language. In addition, teachers have adapted regular curriculum materials for ESL purposes. Materials for early elementary students include reading readiness books and workbooks usually available in the first grade reading program. High school students use visual materials associated with foreign language teaching, such as Silver Burdett Company's series Building Your Language Power and the Reader's Digest Readings. Quite often the teacher working with the high school student has been a foreign language teacher.

Adding to the supply of materials and increasing the teacher's knowledge of learning techniques continue in the schools. The district feels that its efforts toward solving the special needs of the Mexican American student in his adjustment to classroom and school programs are worthwhile.

IMPROVEMENT OF ENGLISH-AS-A-SECOND LANGUAGE INSTRUCTION IN SECONDARY SCHOOLS

Los Angeles Unified School District
Los Angeles, California

Contributing Author:
Sterling Hum
Guidance Specialist

The English-as-a-Second Language (ESL) student comes to the Los Angeles secondary school with a language barrier and a limited educational background. These educational problems require the attention of the secondary school's guidance staff as well as those who teach English-as-a-Second Language.

Description of Program

To examine how a guidance staff might work more effectively with these students, a bilingual counselor-psychometrist was assigned to the 1968 summer English-as-a-Second Language project. His assignment involved studying the characteristics of slow learning ESL students, conferring with parents, counseling students, and conducting a comparison of the Spanish and English editions of the WISC Verbal Scale. Evaluations at the project's conclusion showed many variables influencing those assigned as ESL students on the basis of teachers' recommendations.

The amount of time required for evaluation limited the time available for parent conferences or student counseling. Evaluation of the Spanish and English WISC results showed that the pupils did somewhat better on the Spanish edition than on the English edition. However, the evaluation study indicated results could be challenged unless the examiner were highly proficient in Spanish. Decisions were made to continue testing with the Spanish WISC edition and other psychometric instruments. A psychometrist would continue investigating the studies undertaken in the original project, and the

counselor would study counseling methods which are most effective with Spanish-speaking ESL students.

Based upon the initial use of guidance services in the summer project, a more inclusive guidance model was designed for the 1969 project. The model involves the total staff in the guidance effort. Performing professional guidance services are a counselor and a psychometrist, both Spanish-speaking. Teachers help the counselor and psychometrist in selecting students for guidance services and in planning ways to assist students to progress in the educational program. In order to permit the interaction necessary for this combined guidance effort, an inservice training period for the teachers, counselor, and psychometrist was conducted for the duration of the project.

The counselor and psychometrist both gather pupil information to assist the ESL teachers with the instructional program. Specifically, they attempt to obtain information regarding the pupil's educational background and school experiences.

The counseling function has three objectives:

1. To provide educational information
2. To provide the students with an opportunity to express their concerns regarding the school program
3. To encourage the students to use English orally through participation in a nonstructured discussion period

Objectives are realized through individual or group counseling and guidance, home visits, and parent and/or teacher conferences.

The psychometrist's first concern is those pupils who did not achieve success in the ESL program. A more complete evaluation is conducted with these pupils to determine the relationship of intellectual ability to

education background and academic achievement, Spanish reading ability, and arithmetic fundamentals. The purpose is to assist teachers in improving the instructional program rather than to obtain an intellectual classification of the student.

Evaluation

Questionnaires distributed among teachers and to a sample of students in the project were used for evaluation of the guidance services. The research design was based on the size and characteristics of the student population, and statistical analysis compared variables of specific counseling functions to the results of psychometric evaluations. It is hoped that from the functions examined in the project, directives may be developed which will assist school guidance staffs to work more effectively with ESL and other Spanish-speaking students.

SPANISH FOR SPANISH SPEAKERS

Montezuma Cortez High School
Cortez, California

Contributing Authors:
Elsa E. Love, Teacher
Tom Armenta, Counselor

The Cortez project was developed in 1967 under the auspices of the Montelores Studies Center. Spanish-speaking students constitute the largest minority group at Montezuma Cortez High School. While some students experience little or no difficulty in school, others are hopelessly below grade level in academic areas by the time they get to the ninth grade. Of the several reasons for these students' retardation in school work, very few may be attributed to lower ability levels. Most of the students lack study habits, motivation to succeed, discipline, and support from parents. This behavior is more attributable to a socioeconomic class problem than to a culture problem. The Spanish-speaking student feels that he can't make it. He is conditioned to failure.

Description of Program

The Montezuma Cortez High School project for Spanish speakers was developed in 1967 under the auspices of the Montelores Studies Center. Results of preprogram assessment conducted among the Spanish-speaking students showed that:

- The students had a verbal deficiency in English (faulty articulation, disorder of rhythm, limited vocabulary).
- The Spanish they had been exposed to was substandard and dialectic, developed through years of isolation.
- The students lacked the necessary environmental experiences to compete with middle-class Anglos in academic areas.

- Partly due to language barrier, partly due to limited experiences, the students lacked the necessary language and study skills.

- Students evidenced apathy and a defeatist attitude.

The preprogram assessment was translated into specific objectives to be used as guidelines for the project. These objectives were:

- To improve motivation by inculcating pride in native language and cultural heritage

- To provide personal counseling and group guidance in Spanish to attempt a change in students' attitude and self-image

- To improve listening and speaking skills in Spanish

- To transfer improved skills in Spanish to English

- To develop a more positive self-image which will be reflected in improved student behavior, less group withdrawal, more individual class participation, and higher academic achievement

Both English and Spanish have been approached as second languages with the spoken language emphasized. The basic language-learning principle of listening before speaking, speaking reasonably well before reading, and reading before writing was followed. Choral repetition of language patterns, reading selections, and isolating words for pronunciation proved to be a good means to achieve student involvement. The main objective at all times was to help the student structure his thinking and to express himself clearly in both languages.

After six to nine weeks, language units were alternated with units on Spanish history and culture, using materials such as Conquistadores y Defensores, Our Spanish Heritage, El Frijolito Salton, and Platero y Yo. Individual needs were the primary concern. A student who needed help was often tutored individually in a subject matter by the teacher.

Enrichment through films and filmstrips of Latin American countries, records, tapes, and field trips was used to supplement classroom teaching.

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For three years (1967, 1968, and 1969) students and the teacher toured Santa Fe, New Mexico, an example of Spanish influence in the Southwest. Similar activities are planned for the future years.

Evaluation

No effective evaluative test with which to measure results has been administered to students in the program. However, certain factors are worth noting.

1. Dropout rate became negligible (only one of the original 1967-68 students dropped out of school), and several students sought further education and training.

2. Evidence of a desire for better grades and academic achievement is noticeable.

3. More than 85 percent of the students who could not read Spanish at all were able to read a given selection correctly and answer literal comprehension questions at the end of the year.

4. More than 80 percent of the students were willing to stand before the class and speak in standard Spanish on selected subjects by the end of the year. These students could not use standard speech at the beginning of the year, nor would they stand in front of the group even if failure to do so meant a failing grade.

5. Students were more willing to use Spanish publicly, showing a certain pride in their heritage.

6. Attendance improved noticeably.

7. Parent involvement in school activities increased. Parents were more positive in talking to school personnel and wanted to learn more about how to help their children.

8. The Mexican American community became more involved in adult education classes.

9. The faculty showed a more positive attitude toward helping to solve problems confronting the Mexican American.

We feel we must continue to develop and improve all these programs so that they will serve the needs of every individual student.

READING PROGRAMS

Children, whether advantaged or disadvantaged, who have difficulty in reading typically encounter problems in a wide range of school oriented areas. Many Mexican American children, in addition to encountering the typical reading problems, face an additional hurdle resulting from a home background where English is not the native language. Despite the many highly developed approaches to the teaching of reading, specially prepared reading teachers, and the body of knowledge resulting from voluminous research studies, the fact still remains that Mexican American children experience great difficulty with reading programs in the public schools. As in many such educational areas, the solution to the problem is not simply one of selecting the "right" program from the wide variety of available commercial and professionally developed programs. The philosophical basis on which the individual school bases its reading program and the additional concomitants evidenced by the administration and the classroom teacher of reading may well be the more important criteria.

If the ESL program has merit in developing language skills of the first grade Spanish-speaking child, then teaching him first to read in Spanish would seem to be a logical extension of the same premise. The Corpus Christi, Texas, public schools describe such an experiment in the first contribution to this section. While the teaching of reading is judged to be more critical at the first grade level, problems in reading persist into the middle grades. The Lamesa, Texas, public schools emphasize an individualized reading program for their fifth and sixth grade Mexican American children. While the approach described is a rather general one, it has the merit of being readily adaptable to any classroom by the regular classroom teacher.

Most reading programs for Mexican Americans are categorized as essentially remedial in nature. While schools tend to avoid the title and possible stigma related to the term "remedial", the projects described in the Douglas, Arizona, and the San Ysidro, California, schools stress the remedial aspects of their reading projects. A unique feature of the latter program is the involvement of the Neighborhood Youth Corps (NYC) and the implementation of a youth-tutoring-youth element.

A detailed description of a multi-faceted approach to developing reading skills of Mexican American students is outlined in the Gilcrest, Colorado program. For the teacher who likes to utilize new and different approaches to teaching reading to elementary age children, this contribution offers a wealth of practical suggestions. The fact that these techniques utilize materials which are normally available in the elementary classroom serves as an additional incentive to the teacher to enhance the reading skills and appreciation of her Mexican American students.

Two approaches to improving reading skills of Mexican American secondary school students are described as they operate in California and Texas. The first of these two programs, designed for junior high school students, emphasizes the multi-sensory approach and involves out-of-school consultants, parent participation, and individualized instruction. The second program serves high school students through a more formally organized program using commercially prepared materials and developing fundamental reading skills.

The concluding contribution in this section proposes a method for evaluating growth in remedial reading programs. Based on grade placement equivalents and an evaluation of achievement gains, a formula is suggested to determine the gain which may be attributed to the child's participation in a remedial reading program.

AN EXPERIMENT IN READING FOR MEXICAN AMERICAN STUDENTS

Corpus Christi Public Schools
Corpus Christi, Texas

Contributing Authors:
Dan McLendon, Director, Title III
Florence Thorn, Project Coordinator
Robert L. Hillerich, Project Consultant

To the Spanish-speaking child entering the first grade, the strange new world which forbids the use of the language he speaks and understands has far-reaching and many times tragic consequences. Those who graduate find that, rather than being fluent in two languages, they, ironically, are studying Spanish as a "foreign" language, are unable to communicate with their families, and have rejected their native language and customs. Many, however, succumb -- first mentally, then physically -- and are added to the list of "dropouts."

The problem is not new. Recently efforts have been made to initiate action that hopefully will lead to the alleviation of this condition. In 1967 the Corpus Christi Public Schools, through planning sessions with consultants from across the nation, entered into an experimental program for instructing Mexican American children, ERMAS -- Experiment in Reading for Mexican American Students. Since almost 40 percent of the Corpus Christi population is of Mexican American descent, the most pressing educational needs of the community are:

- adequate educational opportunities for the Spanish-speaking child to enable him to reach his highest economic, social, and cultural potential
- valid research to determine the effectiveness of innovative methods to be used in this endeavor

With these needs in mind, the ERMAS project seeks to determine the effectiveness of teaching Spanish-speaking pupils to read English by first teaching them to read in Spanish. ERMAS is based on the hypothesis that proficiency

in the reading of English is attained by beginning reading instruction in the child's native language, Spanish, and that English is taught as a second language. Reading in English is not introduced until the pupil has learned to read in Spanish and has developed sufficient fluency in oral English.

The rationale for this project is based on six premises:

- Reading is absolutely essential to a pupil's success in school.
- An individual finds it extremely difficult to learn to read in a language he does not understand in its spoken form.
- Teaching reading skills should not be postponed until the child develops an adequate English vocabulary and is able to use various sentence patterns in that language.
- Reading skills, as well as certain basic concepts in other subjects, can be taught in Spanish while the child is developing a basic English vocabulary.
- Reading skills and basic concepts taught in Spanish will result in better and faster learning when reading and basic concepts in English are initiated.
- A Spanish-speaking child first taught in his native language, while developing a basic English vocabulary, will be able to move at a faster rate and with more success than the child who has been taught solely in English.

The objectives of the ERMAS project are as follows:

- to enhance the possibilities of educational success for the Spanish-speaking child with respect to his ability to read English as measured by Reading Achievement Tests
- to develop in the Spanish-speaking child oral communicative skills in both Spanish and English before and during instruction in reading
- to provide systematic research to determine the significance of teaching him to read in English by making comparisons between experimental, control and random sample groups on the basis of a testing program
- to increase self-esteem in the Spanish-speaking child by cultivating pride in his native language and the culture it represents through the use of Spanish music, games, holidays, history, and art
- to contribute to the reduction of the number of school dropouts of Mexican American descent

In the fall of 1968, 600 Spanish-speaking children were randomly divided into two equal groups. The control group was given all instruction in English, including instruction in reading. The experimental group was taught in both English and Spanish, and given reading instruction in Spanish, using an experimental Spanish program with the same approach as that used with English reading instruction.

The experimental group began transition to reading in English at the time they reached independence in Spanish reading. They used specially prepared materials for transition and then began to use regular materials in English. Both groups continued using English materials through the second grade, the only difference in treatment being that experimental groups also continued library reading and discussion in Spanish. Both experimental and control groups received the same instruction in oral English.

At the end of second grade both groups will be given a standardized (English) reading achievement test. In addition, the reading achievement test will also be given to a group of second graders selected randomly from the pupil population. The purpose of this third group is to serve as an additional comparison, since the reading program used in the schools is different from that in the ERMAS groups.

As teacher understanding is fundamental to the success of any program, a number of inservice activities were developed. A summer workshop in 1967 included both experimental and control teachers. Program rationale and specific techniques were presented at that time. During 1967-68, five teachers who had participated in the preliminary workshop used the prepared materials with their children so they would become familiar with techniques and could serve as demonstration teachers.

Another workshop, with both experimental and control teachers participating, was held in August 1968. Model lessons were developed by this time

and reviewed in detail with experimental teachers while control teachers specifically reviewed lessons for reading instruction in English. District personnel and outside specialists provided intensive supervision and consultation for the project, essential in a program where new materials are being developed.

Evaluation

Comprehensive evaluation has not been completed; however, the project appears to have met or exceeded expectations in several areas:

- Reading materials in Spanish have provided pupils with a sound basis for decoding and comprehension. Teachers previewed, edited, and tested these materials in the classroom from the time the preliminary drafts were developed. Consequently, teachers have become increasingly efficient in the area of critical analysis of instructional materials and techniques.

- The audiolingual approach in both Spanish and English appears to be extending and developing fluency in both languages.

- An intensive preparatory training program for project teachers has resulted in increased teacher confidence and effectiveness. Competency is reflected in teaching methods and procedures, in classroom management, and in rapport with parents and pupils.

- Pupils' increased zeal is reflected in their spontaneous responses.

Further comparisons of the pupil's ability to read English will be made between experimental, control, and random sampling groups at the end of the second school year while additional follow-up research will evaluate long range effectiveness of the program.

DEVELOPMENT OF AN INDIVIDUALIZED READING PROGRAM FOR MEXICAN AMERICAN STUDENTS

Lamesa Public Schools
Lamesa, Texas

Contributing Author:
Ruth Bearden
Consultant

For some time the ability of Mexican American sixth graders to work satisfactorily in the junior high environment was of particular concern in the Lamesa Public Schools. In the area of reading, test scores were not encouraging. Thus, in an attempt to improve the instruction of Mexican American pupils, an individualized reading approach was recommended in November 1968.

The initial step toward developing an individualized reading program was to study all of the available literature and material on individualized reading. A good classroom library was initiated, with a majority of the books of the high-interest, low-difficulty type covering a wide range of subjects. This library, together with the school library, gave the children ample choice of reading material. Audio-visual materials, tapes, film strips, and transparencies were available in the room for individual or small group work.

Individual Reading Tests were given to all pupils in order to pinpoint specific needs. Worksheets were prepared to be used by individuals who needed to work on certain skills.

Description of Program

Because of the worksheets, pupils were aware of their needs and eager to try a new program which promised improved learning.

Specific activities for each week were written on the blackboard on Monday. The responsibility of each child to complete assigned activities was emphasized.

Since many children have vivid imaginations and are quite creative, writing assignments were designed to capitalize on this strength. Every two or three weeks the pupils were given a "writing just for fun" assignment. Papers were not graded for mechanics, but were graded on originality and creativity. Only the most glaring grammatical errors were marked. Pupils who showed a need for drill in certain writing skills were given individual worksheets on that skill.

As pupils completed reading individually selected books, they planned sharing sessions. Several ways were suggested for sharing -- oral reports, written reports, murals, and book jacket designs. When two or more students read the same book, they could give plays or puppet shows, conduct panel discussions, or devise other activities.

Individual conferences between teacher and pupil proved both enjoyable and rewarding. The pupils enjoyed the one-to-one relationship, and the teacher gained a greater insight into individual strengths and weaknesses.

The program helped pupils see themselves as readers rather than non-readers. They developed confidence in their abilities and were eager to share their knowledge. Some sixth graders went to the first and second grade rooms once a week and listened to individual children who were having reading problems. The responsiblility for helping others made the older pupils work harder on their own skills. The younger pupils also benefited.

Evaluation

Those involved in the program made progress in several areas. Reading levels rose during the period from the middle of November to the end of April, when the Individual Reading Inventory test was repeated. Pupils showed improvement in vocabulary development, reading skills, writing skills, and

ability to give oral reports. They displayed a real interest in reading, many of them for the first time. The experience of success in reading resulted in an improvement in their self-concept as successful individuals.

Writing accomplished in this program brought out a great creativity in individual children. Freed from conventional basal assignments, they were given free rein to use their imaginations. Their use of imagery and humor in writing resulted in exceptional compositions.

Just as important, if not more so, was the marked improvement in self-discipline. Pupils developed the ability to concentrate on a task and to plan ahead. The skills and attitudes developed by these pupils carried over into other classes. Teachers of other subjects commented on the children's increased interest and reading ability.

This kind of program requires much planning ahead in order to provide materials for individual needs and in order to keep adequate records. It calls for exceptional ability on the part of the teacher, especially in setting up the program. A teacher who is deeply concerned with a child's progress, who wants children to learn to enjoy reading, and who is willing to experiment will find a great deal of satisfaction in conducting an individualized reading program.

A SPECIAL APPROACH TO REMEDIAL READING WITH MEXICAN AMERICAN FIFTH GRADERS

Douglas Public Schools
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Motivating severely retarded readers in the middle grades is an acute problem for the classroom teacher. Since 75 percent of the pupils attending Carlson School are Mexican American, many of them from low socioeconomic areas, the motivation problem is significant.

It became evident by the middle of the 1968 school year, that a negative attitude toward reading existed. The approaches being used were ineffective in a fifth grade containing a large number of pupils with reading problems. A different program was needed with one key objective -- to make reading an enjoyable experience. Departing from the standard curriculum, an ecletic method of "attitude building" was begun.

Description of Program

Each pupil was randomly assigned to one of four groups. Each group rotated on individualized reading, tachistoscope, SRA Reading Lab, and listening post during their daily reading period. This approach was centered around the highly motivating listening post. Only by working diligently in the other groups could a pupil participate in the listening post group where Imperial Primary Reading Program tapes were used. Tachistoscope work on basic sight vocabulary proved extremely motivating, especially when the pupils were taught how to operate the equipment.

Individualized reading consisted of free selection from paperbacks, high interest-low vocabulary books, or the SRA Pilot Library IIA. A short, simple record was kept by all pupils of their reading, and sharing was

encouraged throughout. Bulletin boards became galleries of posters with short sentences about the books being read. In addition, a reference shelf containing eight sets of basal reader examination copies (grades P-8) became an unexpected source of highly interesting material. The children flocked to read "what the first graders read." Here they were able to do easy reading, essential for building up their poor sight vocabularies with no stigma attached. The basic material used in the program included:

Materials List

High Interest-Low Vocabulary

1.	World of Adventure Series	Benefic Press
2.	Everyreader Series	Webster/McGraw-Hill
3.	Morgan Bug Mysteries	Field Educational
4.	Deep Sea Adventure Series	Field Educational
5.	Checked Flag Series	Field Educational
6.	Checkered Flag Audio Visual Kit A	Field Educational
7.	Interesting Reading Series	Follett
8.	Pleasure Reading Series-Dolch	Garrard
9.	Folklore of the World-Dolch	Garrard
10.	Curriculum Motivation Series	Lyons & Carnahan
11.	Paperbacks	Scholastic Reader's Choice

Multi-Level

1.	SRA Reading Lab IC	SRA
2.	SRA Reading Lab IIA	SRA
3.	SRA Pilot Library IIA	SRA
4.	Webster Classroom Reading Clinic	Webster/McGraw-Hill

Other

1.	Tachist-O-Flash Projector (Mark I)	Learning Through Seeing
2.	Tachist-O-Filmstrip (Instant Words & Instant Phrases)	Learning Through Seeing
3.	Listening Post	Newcomb
4.	Imperial Primary Reading Program	Imperial Production

SRA reading lab was used by the fourth group. Since the listening post and tachistoscope groups were entirely pupil operated, the teacher and reading specialist could cut down the 9:1 teaching ratio for individualized

reading and SRA groups. Attention to pupils in small groups was valuable. The individualized nature of these activities allowed a one-to-one relationship with pupils, something almost impossible using other instructional materials. After a three month period, the group approach was dropped because the class began to clamor for "more reading time."

Evaluation

During the third month the youngsters found it difficult to put down a book at recess time. Requests for taking books home became more frequent.

Results of the Stanford Achievement Tests administered in February showed a class increase of seven months in paragraph meaning and seven months in vocabulary. The program had been in operation three months prior to the testing date. Three months following the testing, the program has continued to promote wide reading and skill building. To see a child read -- because he likes it -- is an accomplished objective of this ecletic approach.

A REMEDIAL READING PROGRAM FOR ELEMENTARY SCHOOL MEXICAN AMERICANS USING HIGH SCHOOL WORK EXPERIENCE STUDENTS AS TUTORS

Sweetwater Union High School District
Chula Vista, California, and
San Ysidro Elementary School District
San Ysidro, California

Contributing Author:
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Coordinator
Sweetwater Union High School
District

Sweetwater Union High School District and San Ysidro Elementary School District are located in the southwestern corner of San Diego County. The southern boundary for both school districts is the Mexico-United States International Border. San Ysidro is a principal port-of-entry from Baja California and, geographically, both school districts are stopping points for many northward-bound immigrants from Mexico.

The tutorial project described encompassed these two districts with interrelated problems. The project tackled a central question: "How can more individual attention and remedial services be made available to the remedial reader, the low ability reader, and the bilingually handicapped reader?"

The traditional approach to remedial reading has been to hire additional professional staff and build the program around them. The tutorial project is based on the assumption that older adolescents who come from the same socioeconomic strata as the elementary school pupils are in a good position to understand and communicate with the children who live in this environment. It was hypothesized that such older students, directed by professional educators, could serve as a bridge between the professional and the child in need. They also act as "role models" to stimulate the younger child's aspirations for academic success.

A second question was important in the project's conceptualization: "How can the high school district stimulate and improve the attitude of Neighborhood Youth Corps enrollees toward school, community, and work?" Many young people have looked to the Neighborhood Youth Corps as a means of improving their existence. Many enrollees possessed positive attitudes toward work and needed new and more challenging experiences.

The rationale of the project was that elementary pupils who come from disadvantaged socioeconomic homes and who have reading problems can be assisted by older members of the same culture on a one-to-one basis. A side benefit was that the tutor would gain in reading proficiency and in the development of positive attitudes toward school, learning, and his own self-concept.

The objectives of the project were:

- to provide individual attention to elementary pupils retarded in reading in an attempt to close the reading gap before they moved on to junior high school
- to stimulate in the Neighborhood Youth Corps enrollee an interest in reading and purposeful work through tutoring
- to help the Neighborhood Youth Corps enrollee, who may or may not be retarded in reading, make academic progress
- to help the Neighborhood Youth Corps enrollee develop positive attitudes toward employment, school, the community, and his own self-worth.

Description of Project

The project called for placing 10 eleventh and twelfth grade Neighborhood Youth Corps enrollees in the remedial reading tutorial project. The tutors were all Mexican American students, and the Neighborhood Youth Corps paid them an hourly wage for each hour spent on the project. The tutors were all enrolled in a general work experience education program so they

could be on the job by 2 p.m. Each tutor received work experience unit credit and a scholastic grade.

Because supervision is a crucial element in the success of the program, the on-site supervisor, a reading specialist, was assigned from the elementary school staff. Her responsibilities included general supervision of the program and its related problems and needs. The tutors were evaluated monthly by the reading teacher and the elementary principal. The Vocational Guidance Consultant assigned grades based on the evaluations. Initially, the project involved only one classroom teacher and a reading specialist, but it now has been increased to three classroom teachers and a reading specialist.

The project initially was designed for the intermediate grade Level II Readers, which included those children who can speak some English but who have extreme difficulty in reading, in sounding out words, and who lack basic word attack skills. The project began with 30 pupils; it now includes three classrooms, 60 students, and Reading Levels I and II. Each tutor was assigned a group of six children. Each group was composed of children with similar levels of reading skills. Each child and his tutor were free to select their own pace and the instructional materials they wished to use in the remedial program.

The tutors worked at the school two hours per day. Approximately one hour was spent in actual instruction and tutoring. The remaining hour was divided between a critique of the day's activities and in planning and developing materials for the following day under the supervision of the reading specialist.

An integral part of the present project included preservice and in-service training of the high school tutors. The general goals of the training program were:

- to orient the tutors to the purposes of the program and to their responsibilities as a tutor
- to help them overcome their initial anxieties about serving as tutors
- to teach them how to establish good working relationships with their pupils, and how to treat their pupils with warmth and acceptance
- to provide them with information they need for effective service
- to give them vicarious experience with a variety of tutorial situations and problems
- to give them the opportunity to see and work with professional teachers in a different kind of relationship than they had previously experienced.

Preservice Training

To meet the goals set forth in the outline, a 40 hour preservice training program was developed. Training sessions included discussion on the use of audio-visual equipment and aids; an overview of the growth and development of a child; teaching about how a child learns; a basic introduction in remedial reading methodology; a review of a community survey report (the Palomares Report); and a session devoted to the professional responsibility of the tutor to his pupil and to the regular staff.

Inservice Activities and Training

Because the project operated during the school day, with each tutor completing five periods of his regular schedule and then going to the elementary school, a series of inservice activities was developed. These activities included becoming familiar with the fundamentals of reading, helping the tutor become more familiar with techniques of working with young children, and group counseling sessions conducted by the Vocational Guidance Consultant.

Evaluation

The success of the program in the elementary grades was based on factors such as the children moving into Level III Reading and independent reading within the Level II group. The children showed an increased grasp of concepts, an increased ability to sound out words, new word attack skills, and higher individual placements in the Masters Reading Program.

At the high school level, success has been measured in a number of ways. The tutors moved from English-as-a-Second Language classes and remedial reading classes into regular English classes. Grade point averages increased. The collective grade point average for 1967-68 was 2.25; the collective grade point average for the first semester of the current school year was 2.83. Students demonstrated growth in feelings of self-esteem and self-worth; they exhibited more self-confidence in their relationships with adults and with other students; they exhibited a marked positive attitudinal change toward work and toward the value of education; and they all requested reassignment in the tutorial project for the next year.

Although the primary focus of the pupils and tutors working in pairs was academic, other results of the relationship, often more significant than the students' academic progress, were evident. For example:

- The students in the tutoring relationship often became friends as well as teacher and pupil. Tutoring put learning on a personal, rather than an instructional basis.

- Tutoring gave the remedial pupil a degree of <u>individual attention</u> which classroom teachers and parents often do not have a chance to provide. Learning became more relevant and interesting to the pupil because he could decide with the tutor what pace suited him best and which materials were the most interesting.

- The tutors learned to program their sessions into a series of success-experiences. The feeling of success, together with continuing encouragement from the tutor, helped the remedial pupil form a new and more positive picture of himself.

- The younger children looked upon the tutor as an older pupil who attached enough importance to education to volunteer in helping someone else attain a positive attitude toward learning.

- The tutoring experience generally has had a constructive effect on the tutors as well as on the pupils. Few better ways exist to strengthen one's grasp on a subject or a skill than by teaching it to others.

TEACHING READING TO MEXICAN AMERICAN STUDENTS

Summer Migrant School
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Contributing Author:
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Remedial Reading Teacher

Teaching migrant children with their unique needs presents a great challenge. Perceptive, empathetic, and dedicated teachers can do much to alleviate conditions which lead to reading failure for their pupils. Physical limitations, including poor nutrition, auditory and/or visual defects, low energy output, and crowded living conditions, affect the learning situation. The teacher and her aides must overcome the child's deficiencies in verbal communication, his differences in perceiving and thinking, and his differing values and aspirations. Finally, the teacher must overcome difficulties in diagnosis.

When migrant children enter a new classroom, they need to be welcomed sincerely and immediately included in the group. Each teacher has the responsibility of building self-confidence in the children and of developing an awareness of their own ability to learn. Every learning situation must be one in which pupils can participate and succeed, no matter how little or how slowly. With the teacher providing encouragement, inspiration, and understanding, these children can learn to live better and to develop into good citizens who will assume full responsibilities in the future.

Presenting many opportunities for students to learn and practice English will help them understand the educational tasks set for them. Children need a "sentence sense" before they can begin to read. This comes naturally as they hear and speak their own tongue. For those children who hear only Spanish at home, the teacher must help them gain an understanding of English syntax by building their own sentences. Much practice will be needed on words, and commands leading to charts and experience stories. Original

stories written or dictated by pupils are the type of creative reading matter most enjoyed by those having difficulty with reading lessons, especially when they are allowed to type their own. Upper primary students can make and use picture dictionaries to compose sentences and stories. Later they can build sentences by choosing words to answer the questions Who? What? Where? When? and Why?, gaining self-reliance as their command of language increases.

Listening, talking, observing, role-playing, puppetry, story-telling, rhyming, singing, poetry, and choral speaking, all in meaningful situations, will aid in developing readiness for the reading program. Mexican American children usually need practice with easy sentences consisting of simple subject and predicate prior to expanding and transforming the sentences in various other ways. Choral speaking helps pupils hear and feel the rhythm and develop normal speaking tones and pitches. Older pupils seem to respond better in group situations. Speech training improves articulation and word recognition but does not improve comprehension. With many Mexican American children, linguistics seems to improve reading and can be used with any basal or individualized reading program.

Normally, little reading material is found in migrant homes, and too often schools provide material much too difficult or too unrelated to migrant lives. Publishers are now beginning to offer multi-ethnic, multi-level readers with comic format illustrations, containing appropriate stories with appealing situations. In this instructional material explosion the teacher must become familiar with the wide variety of available materials, and she should select those features in any program that prove most effective in helping migrant children learn without frustration and failure. The teacher should base her choice of all materials on the individual needs of her pupils, employ flexible grouping according to identified abilities,

select a wide variety of books and workbooks, and make many original materials for her program. For quick and orderly access by pupils, these materials must be organized into files consisting of worksheets from ditto masters, torn-out pages of content area workbooks, and teacher-made lessons and tests.

Active pupil participation is necessary to derive the greatest benefit from reading lessons. Boys are normally interestd in mechanical devices and soon learn to operate projectors, record players, tape recorders, and other audio-visual materials. They can flash lessons on the wall for discussion, project problems to be worked by classmates onto a chalkboard, or place plastic sheets over transparencies to mark with a grease pencil and erase with tissue. Language kits, reading labs, a Language Master, and the above equipment can be successfully used to aid the teacher.

A wide range of commercial and teacher-originated vocabulary and phonics games are available and can increase the children's interest in learning to read. Though often uninterested in materials that are offered in primers and workbooks, these children will spend long periods of time learning and practicing reading skills. The project designed to teach reading more effectively to Mexican American pupils in this school utilizes extensive worksheets and materials compiled and developed by the school system. In addition, a uniform phonetic approach and multiple techniques are employed. The general directions provided all teachers include the following:

Speech Aids For Elementary Teachers

The classroom teacher is responsible for the development of basic skills in speech. With careful planning and sequential instruction based upon the needs of the children, every teacher can use speech skills as learning tools along with the basic skills in any other area. Since many children are able to learn rhymes and jingles more easily than prose, the use of verses will

stimulate children. Drill exercises in word, phrase, and sentence form are more motivating if in the form of games. The teacher is always the model, so her speech should be distinct and articulate. Ear training is important. It enables the children to hear the sound and to recognize variations. Therefore, instruction begins with pupils listening to the teacher and to records.

The consonants b, d, f, h, j, k, l, m, n, p, r, s, t, v, and w are the easiest phonic sounds to teach because these letters always have the same sound regardless of their positions in words. Y has a different sound at the beginning of a word than at the end. Q, x, and z are exceptional sounds. G and c can cause trouble as each has hard and soft versions. There are four important digraphs: ch, sh, th, and wh. There are five vowels, and if there is no other vowel in a word y becomes one. Short vowels should be taught first since the short sound occurs in approximately 90 percent of all English words. There is no word in the English language that does not have a vowel in it.

Phonics is a tool. Some children have little need for it, while others will need a great deal of help. Phonics will never cure all speech and reading problems, but it is a necessary device for teaching sounds. Research indicates that 86 percent of our words are phonetic with the other 14 percent inconsistent phonetically because of spelling.

The games suggested on the following pages aid Mexican American children in gaining basic skills in speech which materially enhance their reading ability.

Speech and Reading Skill Games

Magician

On the board list words such as these: big, bus, back, thank, came, him, game, let, make, than, sun. Give a child a magic stick (chalk) and ask him to be the magician, changing big to pig; bus to but; back to tack; thank to think; him to hit; game to name; let to led; make to brake; than to then; sun to run. You may want to emphasize initial, medial, or final sounds or any combination.

Phonic Mates

Cut up a new workbook such as those used for reading readiness. Paste pictures on small cards with one set showing beginning consonants, one set showing final sounds, and the third showing vowel sounds. Deal five cards to each player and place the remainder in a stack. The first player may ask any of the others for a card that ends, begins, or has the sound you hear in the middle of a given word. If he gets the card, he matches the pair, and all must approve. He may continue until he fails to get a match. The player on his left then has a turn.

Word Dominoes

Let pupils help make this game. Give each one a stack of 3" X 5" file cards and a pile of pictures cut from workbooks. A set may be made for initial, final, or medial sounds. Have three groups at different tables make each set. On about 10 cards have double pictures, on the rest different ones. The pictures are pasted facing the bottom of the card, with two on each card. The game is played like regular dominoes. Each child draws five cards, and the rest are stacked in a pile. The first player who has a double card will play it. Moving to

the left, each child matches the sound, drawing from the pile if he does not have a match in his own pile. The winner is the first one to play his last card.

Alphabet Garden

Two captains choose sides and line up their teams facing each other. The captains take turns calling out names of fruits and vegetables alphabetically beginning with A. A captain has 15 seconds in which to think of a word. If he fails, he goes to the foot of the line. Others on his team may whisper words to him, but if a player speaks aloud he goes to the foot of the line. When a captain goes to the foot, the second player becomes the captain and the next letter of the alphabet is used. Each team scores a point for sending its opponent to the foot of the line. Skip letters such as i, u, v, and z for which no one can think of a fruit or vegetable. It is well to have one child write each word on a list so it will not be used a second time.

Chalkboard Anagrams

A player writes a letter on the board; e.g., A. A volunteer may add t, another one e; another may put h in front and another w. Each child gets a point for a complete word, in this case a, at, ate, heat, wheat, etc. As soon as no more letters can be added, the game begins again with a new letter.

Another form involves adding letters which start a new word: c, ca, cat, or cart, etc. A point is given for complete words but not for adding sounds.

Jumping Jack

Children are told to listen for a certain sound. All squat down and pay attention while the teacher reads a list of words. When the children hear a word that does not begin with that certain sound, they jump up.

Something is Missing

Write a group of words on the board, omitting an initial or final consonant. Pronounce the word and ask a child to write the omitted letter. This game could be played in teams.

A Reading Program

About once a week we have a reading program. Chairs are lined up to face the rest of the class (the audience). From supplementary readers each child selects an interesting paragraph or page prepared for the program. With older pupils choose three judges to score each reader. Give one point for standing correctly, one for reading so everyone can hear, one for holding the book in the right position, one for reading with expression, and one for knowing every word. Be sure teams are made up so that pupils of about equal skill are pitted against one another. Should children deride or disparage any reader, points will be erased from their team's score. Judges should be changed each week, alternating between strong and weak readers and between boys and girls.

Sound Bounce

Select three or four players and give one a ball. Children are told to listen for a certain sound. They bounce a ball each time they hear the sound as the teacher pronounces a list of words. They should

not bounce the ball if they do not hear the sound. When a child makes a mistake, another gets that ball and the game goes on.

Word Hunt

While the class is learning initial consonants, a word hunt is an exciting activity. Each child searches through a book with easy stories for words beginning with a chosen consonant or consonant blend. The child who finds the most words may choose the sound for the next hunt. Often a child will look in a book for words and become so interested that he stops to read the story.

Know Your World

Provide the class with newspapers or magazines. Begin by listing several words in the news, selected from various pages, as the students try to locate these words in their copies. Write the numbers of the pages where they found the words. Choose a Chief Reporter to score the correct answers. Back issues of KNOW YOUR WORLD, YOU AND YOUR WORLD, or MY WEEKLY READER would be excellent papers to use with upper elementary pupils.

Puppets

Use hand puppets, paper-bag puppets, stick puppets, shadow puppets, or simple marionettes to stimulate reading. Have the class choose a story to dramatize, or let a puppet ask questions and give page numbers where answers are located. In drill activities some children manipulate the puppet and others voice the answers.

Matching Pictures

Paste pictures of about 30 colorful objects on cards and collect them in a pack. Make a similar pack of pictures in the same category

but different color, size, etc. The leader deals all the cards to three or five players. The first player puts one of his cards in the center of the table faceup. The child who has a card that matches it makes the pair and then puts another of his cards in the center. The winner is the player with the most pairs.

Finding Words That Do Not Rhyme

Prepare several sets of word and picture cards. Each set should contain five or six rhyming words and one joker. An egg carton colored attractively makes a good container. Put each set into a different pocket of the carton, reserving one pocket for a bunch of paper clips. The child looks through each section and hunts for the nonrhyming card and places a clip on it. After checking against the teacher's master list, he receives all the clips so that the game will be ready for the next player.

Vowel Sound-Alikes

Four players may play this vowel game. Prepare a set of about 40 word cards. The words should each have only one vowel sound but include many different sounds of each vowel. Deal four cards to each player and put the rest of the cards in the middle. The first player reads any one of his cards aloud. Any player who holds a card with a similar sound must give it to the caller. If no one has such a card or if the caller cannot read his card, then the card must be discarded, and the caller draws another from the pile. In this event he must wait for his next turn to call for cards.

Word Rummy

Prepare 12 to 16 sets of word cards, four cards to a set. (Each word is repeated four times.) Reserve one copy of each word for the

player's pile and put the others into a dealer's pack. Four pupils may play besides the dealer. To begin, each player draws one card from the player's pile. The dealer draws one card from the dealer's pack and holds it up. Any player who has a similar card may claim it after reading it. If no one claims the card, it goes back into the dealer's pack. When a player has four copies of the word in front of him, he may turn them facedown and draw an additional card from the player's pile. The pupil with the most tricks wins.

Playing Postman

Collect a set of 3" X 5" cards with words that need to be practiced. A large cereal box that has been covered to simulate a mail box should have a slit 3 1/2" X 4" wide near the top of the box on one side. Label it "MAIL BOX" and make another label "DEAD LETTERS". Children draw cards in turn. If a child knows the word on his card, he may mail it; otherwise the card goes into the dead letter box.

Pegboard Game

Use a strip of pegboard with a peg for each player. Prepare sets of word cards with a hole punched in the corner of each card. The dealer gives an equal number of cards to each player. In turn each child draws three cards from his own pile and reads them. Each card that he reads correctly may be hung on his peg; if read incorrectly, the card must be discarded. The player with the most cards on his peg wins.

Pick a Number

Write a list of 15 words on the board or on a chart. Prepare a series of small cards, number them from one to 15, and put them in

a hat. The player closes his eyes, draws a number, and then reads the corresponding word.

Spin the Platter

Use a large cardboard circle. Around the edge paste eight or 10 pictures. Attach a large pointer to the center of the platter so that it spins easily. Print several sets of corresponding word cards and give each player a set. A child spins the indicator and must find the word from his stack.

Belonging Together

Choose several familiar categories of objects such as toys, animals, or foods, and display them on the chalk ledge. Ask pupils to pick up only the things to eat, only the things to play with, only things that go on wheels, etc.

Picture Collecting

Collect old magazines, catalogues, etc. Have children cut out and mount pictures and then classify them as farm animals, things that fly, things we ride in, and so on. These pictures can be filed in a shoe box or pasted in a scrapbook for other games.

Who Can Do It?

Print a set of action verbs on 3" X 9" strips of tagboard. On the board write subjects of sentences and have children complete with several verb cards.

Boys like to . . . . . .

Mothers can . . . . . .

Girls want to . . . . . .

Dogs will . . . . . .

Babies cannot . . . . . .

Each child who has applicable words may read the phrase and complete it with his word.

Lost and Found Words

Prepare a list on tagboard of sentences in which one word is omitted. Prepare a set of cards which contain the missing words as well as a few jokers. These cards should fit the spaces left on the sentence cards. The child should find the missing word and put it in place.

Telling a Story in Sequence

Collect several sets of four pictures of the same size that tell a story in sequence. Cut each sequence apart, and paste the individual pictures on tagboard. The child should rearrange the pictures so that they tell the sequence in the story. (A good source is a reading readiness workbook.)

Sequence

Prepare three- and four-sentence stories which clearly indicate a sequence of events. Cut them apart and put them in an envelope. Pupils should rearrange the sentences into a logical story.

Find the Joker!

Prepare a series of groups of three or four sentences, one of which does not belong.

Jack has a new ball.

The ball is not round.

The ball is a football.

A marble fell on the floor.

Building Stories

Make up a simple story of about three or four lines. Print each sentence on a 1" strip of heavy paper, and then cut the sentences apart into words and phrases, such as:

a cat / heard / a loud noise / behind her / she saw /

a friendly dog / the cat / was afraid / and / ran away /

The player must use the strips in the envelope but need not use every strip. There should be several ways to rearrange the strips.

Building Sentences

Prepare a series of about 10 simple sentences on 1 1/2" strips of oak tag. Each sentence must have a distinctive ending, such as:

Little dogs bark.

A squirrel has a bushy tail.

A midget is very little.

Cut the sentences into two parts and put them into an envelope. The pupil rearranges the strips so that sensible sentences are reconstructed.

Fishing

The fish (flash cards) are spread all over the pond (floor, table, or box). A good fisherman catches as many as he can by correctly calling out the words on the cards. To make the game go faster, have each one catch three at a time.

Baseball

Divide class into two teams. Have a list of words written on the board. The players on the team that is up to bat read the words. The first player who cannot read a word is "out," and three outs will put

the other team up to bat. The team in the field watches for errors so they can get up to bat.

Guess the Word

"It" leaves the room. The group selects a three syllable word. The leader divides the players into three sections, with each section given a syllable. A song familiar to all is selected, and at a signal all sing their syllable at the same time. "It" listens and watches the faces and lips of the singers until he can guess the word.

Guess Again!

Arrange a series of action words on the chalk tray. One child is "it" and turns his back to the cards. Once card is chosen by the group to be the correct one. "It" turns his back to the class. He tries to guess which word was chosen. When he is right the class claps and he demonstrates the action.

On the Train

Chairs are arranged in a row like cars on a train. The engineer stands in front showing word cards to the group. When a passenger misses, he goes to the caboose and each one moves to the chair ahead with the one on the front chair now acting as engineer.

Around and Around

Review words are written in a large circle on the board. As the teacher goes around with a pointer she says, "Round and round I go, and where I stop does (review word) know?" The pupil who can say the word then becomes the "teacher" with the pointer.

Open Sesame

One child in the group is "It" and hands out flash cards to each child. Someone says, "May I enter?" and "It" replies, "Yes, if you give the password!" Then the child reads what is written on his flash-card. If he is correct "It" says "Open Sesame!," and that child is the new "It."

Big Race - Hidden Vowels

Use flash cards with vowel sounds needing drill and tack them up around the room. On paper strips write questions that can be answered by one of the words and let each child draw one of the questions. When a child can read his question and locate the card with the right answer, he tallies a point for his team.

The Speech Train

Construct a train with the engine representing the ch sound. Each car stands for another sound on which drill may be needed. Small cards with pictures pasted on them are arranged face down on the table. As a child draws a card, he says the name of the picture; listens for the beginning or ending consonant blend; and, if correct, places the card on the right car. If he makes a mistake, the card goes back near the bottom of the pile.

Musical Words

Place word cards along the chalkboard. Children march around the room to music, staying in a line. When the teacher lifts the needle from the record, each child picks up the word nearest him. If he says the word correctly, he may continue to march. If he cannot say the

word correctly, he must replace it and sit down. The last one down is the winner.

Whole or Part?

Put about 15 complete sentences on strips of paper in a bag along with 15 that are incomplete. Let pupils in turn draw a slip of paper and tell whether they drew a sentence or a part of a sentence. This game can be played in teams.

What Happened?

Let pupils guess the part of a story which some of them act out in pantomime. Sometimes the teacher may write on the board a number of sentences which could be acted out. She should then whisper the number of a sentence in the ear of one player and have him pantomime while the rest of the class guesses what he is doing.

Take a Trip

Make a large map of the United States. On it locate different cities that lie between Mexico and Canada. Have words printed on cards to flash to the class. If they call the word correctly, they go to the first city and so on until they get where they started.

The Months

Write the name of a month on 12 3" X 12" tagboards and give them to a dozen children in mixed order. Without talking, using only their eyes have the pupils try to find where they belong and arrange themselves in the right order. If needed this same game can also be played using the days of the week.

Baseball Game

Place chairs in position of baseball bases with one player in left field and one in right. The pitcher is seated behind home plate. He holds up a word card, and the child at bat says the word. If it is correct every player moves to the next base, the pitcher moves to left field, and the one at bat becomes pitcher. If the batter does not know the word, the pitcher reads it and remains in position while the batter goes to the field. If the pitcher misses too, everyone moves; and the pitcher goes to the field. Scores are individual, with one point each time the child is the batter and succeeds.

Are You Listening?

Write a list of words on the board and let one child act as leader and pronounce a word from the list. He calls on another child to pronounce the word and locate it. If the second child succeeds, he becomes the leader. In addition to teaching word recognition, this game also teaches the importance of distinct enunciation, especially of word endings.

Dictionary Drill

Write five or more words on the board in a column. Pupils begin together and see who can find the page number for each of the words in the dictionary. The first child to finish correctly is the winner.

DEMONSTRATION READING PROGRAM

Sweetwater Union High School District
Chula Vista, California

Contributing Author:
Mrs. Emily A. Sarsfield
Remedial Reading Consultant

The Demonstration Reading Program at Southwest Junior High School in Nestor, California, is built around the individual needs of 48 seventh, eighth, and ninth grade Mexican American students participating in the program. The individual needs of the 48 students were initially diagnosed through individual testing. The information gathered was recorded for each student on a card, and individual and group activities are planned in accordance with the initial diagnosis. Continuing diagnosis is carried on as an integral part of each instructional activity. As additional needs are identified, the grouping and individual instruction is changed accordingly. All students participating in the program are given physical, auditory, and visual examinations; and follow-up treatment is provided as needed.

Description of Program

A multi-sensory approach to reading improvement is being used, which involves visual, auditory, verbal, reading, and writing activities. Each student receives individual and small group instruction to develop basic reading skills. The students present a wide range of problems in word attack skills and vocabulary development. Diagnosis shows all students need instruction in various comprehension skills at different levels of sequential development.

Techniques used in the program to develop reading skills through the multi-sensory approach involve the following:

1. Small conversation groups of four or five students are formed to develop fluency in oral expression, to build self-confidence, and to develop an appreciation for the ideas of others.

2. A problem-solving approach to exploration through reading has gradually been developed in these small conversation groups. Students discuss real life situations, explore them through reading, and then cooperatively arrive at possible solutions based on factual knowledge, reasoning, and good judgment. Gradually these conversation groups lead into exploration of content areas. Reading-study skills are developed as a part of this latter work. Conversational groupings are flexible, depending upon interests, needs, and the development pattern of each student.

3. Using a tape recording of a short factual article, students working in pairs listen to the article as they read it silently. The two students then read the article to each other orally, echoing the good phrasing and expression. Each one then records his own reading of the article and evaluates his recording. Finally, the two students take a short comprehension test on the article. Not only do the students enjoy this activity; but they have found that it improves their word recognition skills, broadens their vocabularies, and increases their comprehension skills.

4. Reading-study skills are developed in small instructional groups by using materials from various subject areas and again using the problem-solving approach.

5. The development of clear written expression is interrelated and coordinated with the development of reading skills and oral expression.

Parents of students in the Demonstration Reading Program participate in evening workshop sessions where they examine the reading skills developed in the program. They become better acquainted with the importance of the total educational process as it relates to vocational opportunities, and they also participate in the field-study trips.

Evaluation

The Demonstration Reading Program staff feels that the success achieved must be attributed primarily to individualized instruction. Individualized instruction benefited the students in at least three important ways.

First, students' needs were met more effectively than in a large group situation. Secondly, those students who had a previous history of discipline problems showed marked improvement in this area. This improvement resulted from the individual attention each student received and the series of successes he experienced. Thirdly, every student developed a sense of personal worth. His successful achievements, the ability the student developed to evaluate himself, and his experiences in the conversation groups played an important role in his progress.

The students felt that this class was unlike other classes. It was fun. They experienced improvement which they could recognize and which they could apply in other classes.

A wide variety of materials and activities was employed.

Some learning experiences were games, some were film-strips and/or records, some were tape recordings, some were transparencies used on the overhead projector, and others were printed materials prepared commercially or by the staff. Most instructional approaches and materials developed and used in the Demonstration Reading Program are being incorporated into the district's other developmental and remedial reading programs.

THE READING PROGRAM FOR MEXICAN AMERICAN STUDENTS

Gregory-Portland High School
Gregory, Texas

Contributing Author:
Mrs. Nancy Stennett

In January 1966 Gregory-Portland High School began its reading program. From failure lists and guidance folders, some 220 students with possible reading deficiencies were identified. Most of this group of students, 90 percent of whom were Mexican American, were enrolled in the reading course.

Description of Program

Personnel in the reading program included one teacher and one para-professional aide. Audio-visual materials used were a tashistoscope, a controlled reader, an overhead projector, a tape recorder, a record player, and a 16 milimeter projector. Source material included SRA reading and spelling labs; EDL reading, spelling, and vocabulary tapes and strips and listening lessons; Reader's Digest Skill Builders; Barnhardt's Let's Read series; and a subscription to the Corpus Christi Caller-Times. Classes were limited to 12 students, who were no more than two academic levels apart.

The regular classes, remedial in nature, concentrated on fundamental skills, such as word attack and analysis, spelling, vocabulary, main ideas, factual recall, and listening and study skills. Students in the classes received reading credit on report cards and official records.

The fluctuating classes, which were developmental in nature, lasted from two to six weeks. Emphasis was on perfecting skills in retention, rate, and vocabulary. Participants were drawn from English classes according to the results of diagnostic tests and received credit through their English classes.

Evaluation

Terminal tests revealed that 88 percent of the students showed significant improvement in reading skills during one semester. Similar improvement has been noted each year of the program. Additional testing instruments have facilitated the identification of students who need special reading instruction in high school. The goal of the program today is to reach all students in the lowest quartile on the diagnostic tests, with freshmen given top priority.

The most significant product of the reading program is student interest in reading itself. The systematic testing program in reading now defines the yearly progress of all students. A reading machine has been purchased to be used especially in college-bound senior English classes.

MIGRANT PROGRAMS

Adding to the educational plight of many Mexican American students with different cultural backgrounds and language handicaps is the family mobility. Large numbers of Mexican American families depend upon seasonal farm labor for their livelihood. This necessitates migrating from one region of the country to another following the harvest season. As late as 1967 there were 125,000 migrant children in the nation, 85,000 of them from Texas. The poverty that is so much a part of the Mexican American culture in the Southwest is even more dramatic among migrants. Most parents of Mexican American migrant children are uneducated, unskilled first or second generation immigrants. Their only means for making a living is to follow the harvest season from one place to the next. The instability of home life prevents migrant students from adjusting to and becoming an integral part of the school. The high number of absences, the low level of achievement, and the extremely high drop-out rate among migrant Mexican American families indicate the need for special school programs to meet the needs of migrant students.

In the first article, Burks describes an extensive attempt to provide a meaningful school experience for migrant children in Central Elementary School in McAllen, Texas. Central Elementary provides for children preschool through eighth grade. One feature of the plan is a shortened school year coordinated with the time when most of the migrant families are residing in McAllen. Some of the program innovations include bilingual instruction, multi-level classes, team teaching, and differentiated staffing.

A program in Moriarty, New Mexico, provides tutoring services for migrant children who have fallen behind in their school work. The tutor works closely with counselors and teachers in order to provide the maximum amount of help in the short period of time the students attend school.

The third summary in this section describes an extensive program of in-service education of teachers. Ultimately the goal was to provide more relevant educational experiences for migrant students through a change in teacher behavior. A six-week summer inservice teacher training program was conducted in conjunction with a summer school program in the public schools. The training program was experience based. Teachers were able to field test new materials and ideas immediately.

"Reducing Migrant Dropouts Among Mexican American Children" summarizes an innovative program in Donna, Texas. Two Junior High Basic Programs were conducted on the same campus of six months and nine months in length to accommodate migrant students. Featured in the programs are reading and language development, the typical academics, and electives on a non-graded basis.

The fourth article in this section describes a counseling and guidance program designed to facilitate the cognitive and affective development of Mexican American students. An extensive guidance program was developed for Grades 1-12 emphasizing cultural awareness, new assessment techniques, and careful placement in remedial classes.

An attempt to meet the needs of migrant students in the San Joaquin Valley, California, is described by Hughes. The uniqueness of the program is the regional concept including three counties in the same agricultural region that have a similar migrant influx on a seasonal basis. A multi-level program from Day Care age children to adult education is offered at Educational Centers near the migrant camps. Special assistance is provided for school-age migrants at the Educational Centers in the evening and during the summer.

The last article describes a migrant student program in the Moapa Valley in Southern Nevada. It is a comprehensive program that includes a multitude of services for migrants of all ages ranging from "infants" to adults. The summary provides a good description of program content and staff utilization.

A DEMONSTRATION SCHOOL FOR MEXICAN AMERICAN STUDENTS FROM MIGRANT FAMILIES

McAllen Public Schools
McAllen, Texas

Contributing Author:
Mrs. Deann Burks
Coordinator of Instruction

In 1963 Central Elementary School was designated as one of the first five pilot schools in Texas to have a six month school year and a curriculum designed to meet the special needs of migrants. The school serves some Mexican American children, grades 1-8, whose migrant parents are at home in McAllen only for the winter months. These children had little opportunity in the past to complete any school year, and even a complete semester was a rarity in their school records. Further, when they arrived late in the fall, they were a source of disruption to regular classes, caused crowded classrooms, could not fit into the usual curriculum plans, and withdrew from class with insufficient attendance for promotion.

Central School, operates on a six and one half month basis from November through mid-May. An extended school day and abbreviated holidays provide clock hours of instruction more than sufficient to meet Texas Education Agency regulations. In 1967 the first Kindergarten was added for five-year-olds, and now the preschool program consists of seven classrooms of five-year-old children and seven classrooms of three- and four-year-old children.

The program is administered under the Texas Migrant Project in the Texas Education Agency, with funds from OEO Title III and ESEA Title I, in order to improve migrant education. The OEO grants were used for special personnel, food services, clothing, medical services and attendance services.

Migrant children are transported from the district's neighborhood schools to Central School which has 41 rooms consisting of 36 classrooms, a homemaking department, library, shop, teachers' workroom, auditorium, gymnasium, music

room, aides' workroom, and cafeteria. A recently constructed building on the campus houses four units of early childhood-bilingual language development classes. Ten units of these early childhood classes are located on another campus in rooms rented from a church.

Discussion has occurred concerning the so-called disadvantages of isolating these migrant children in one school. Our experience has been that the cohesiveness of our curriculum, the free promotion from one class to another as each child progresses, the continual inservice program for teachers, and esprit de corps of both faculty and students would not be possible if the children were on different schedules scattered over our school district.

Description of Program

The combined efforts of the McAllen Independent School District, Texas Education Agency, Region I Educational Service Center, Southwest Educational Development Laboratory, Pan American College, and Texas University of Arts and Industries have made Central a demonstration school of migrant edudation.

The leadership and encouragement of these educational agencies have provided extensive teacher training in methods, techniques, materials, and research which applies to meeting the needs of these children. Some of the programs developed here include bilingual instruction, multi-level classes and team teaching, closed circuit television, parental involvement in teaching and learning, sending teachers and learning materials with the migrating families, oral sentence patterning for language mastery, and training of teacher aides from the migrant families.

Special personnel provide the key to meeting individual needs of these children and often of their parents. Teacher aides, one for each teacher,

provide supportive services in more than 30 areas. Other special services personnel include counselors, social workers, inservice coordinator, director of program development, coordinator of aides, attendance officer, nurse, librarian, curriculum director, secretaries and clerks; and teachers of special education, art, music, homemaking, shop, and physical education. The program also provides such services as meals, snacks, clothing, field trips, transportation of children, physical examinations and referrals, and follow-up medical care.

The Program of Instruction on all instructional levels:

1. Begins at the child's level of proficiency
2. Permits the child to move freely from one achievement level to another as he progresses
3. Makes provision for the child to receive special small-group instruction in the areas of his weakness
4. Builds on the child's background and travel experiences to make learning interesting and functional
5. Involves the child in a variety of activities and projects to provide for special abilities and interests
6. Uses the textbook as a resource took, not as a limiting factor in the course content
7. Encourages creativity through language, art, physical education, music, and a great variety of elective subjects for grades 6-8
8. Concentrates on the development of oral language in all content areas by using
    a. sentence pattern drills
    b. conversation
    c. story telling
    d. sharing personal experiences
    e. dramatizations
    f. choral reading
    g. role-playing
    h. bilingual language development for early childhood classes through grade three

9. Utilizes multi-sensory approaches to build concepts and develop language facility by the use of

   a. concrete materials
   b. pictures
   c. books
   d. field trips
   e. records
   f. tapes
   g. films
   h. filmstrips
   i. transparencies
   j. resource persons

Educators, state department officials, social workers, public health officers, and other interested individuals from all over the United States have come to McAllen in increasing numbers, to observe and learn from this unique educational situation. Teachers and instructional staff from the migrant school are often asked to provide demonstrations or inservice programs for the other schools in the area. Staff members are in increasing demand for workshops, conferences, institutes, and teaching in other states.

Evaluation

Teachers say:

"For the first time I know what to do, how to do it, when to do it in really meeting the needs of these children."

Children say:

"In this school the people really care about me, and I can pass from one grade to the next - maybe even two grades in one year if I work hard - so I can be with kids my own age in school."

Parents say:

"This year we plan our work up north so we will be here to start school, and we will not leave early before school is out. For the first time in our family a child graduated from junior high school and he will go to high school, too."

Visitors say:

"The things that are being done in classrooms here at Central should be done in all classrooms where there are children with learning handicaps."

Letters from other states say:

"What happened to this child in your school? He returns to us with a completely different attitude toward school and an unbelievable improvement in skills."

Test results and achievement records say:

"Each year we have fewer children from the migrant stream in McAllen who are over-age and under-achieving for their assigned grade levels. Children are staying in school longer and are not becoming dropouts."

When school is a productive experience, children are learning, parents are pleased, and schools throughout the nation designate a program as one of the primary models for migrant education, nothing more needs to be said.

A TUTORING PROGRAM TO AID MIGRANT MEXICAN AMERICAN CHILDREN

Moriarty Municipal Schools
Moriarty, New Mexico

Contributing Author:
James L. Starkey
Elementary Principal

The Estancia Valley of New Mexico produces large crops of potatoes and lettuce. Harvesting of crops provides seasonal employment for a large group of migrant farm laborers, most of whom speak English as a second language. School attendance for their children is sporadic, as the parents move to another area after harvest. An additional difficulty exists for these children in adjusting, finding their roles, and being successful in school. Socially the language problem is not great, as the majority of the local population speaks Spanish; the language handicap is most evident in classroom situations involving normal academic activities.

The school administrator felt that a person should be employed to work especially with the migrant children in a small group situation. Particular problems might then be more quickly identified and given more individual attention than in a regular classroom situation. Title I funds enabled the Moriarty Schools to concentrate special attention on migrant children during the short time they were in school.

Description of Program

A tutoring program began in October 1968 and ended in March 1969. Children entering this particular program were in need of special help in at least one academic area. The program, while not limited to any ethnic group, was made up largely of Mexican American children. The tutor worked closely with the school counselor and with the Vista volunteers in identifing problems that originated in the home environment. Spanish-speaking teachers

and the custodian were assigned active roles in working with parents. The custodian proved to be a most valuable asset in establishing communication with the parents.

Pretests were given to the children to help determine their approximate level of achievement and to identify areas of weakness. The children were not isolated entirely from the regular classes. They came to the tutor at a regular time each day, and then spent the remainder of the day in their classroom. This appeared to be important in helping the children feel secure. The most important factor was that someone was concerned and that they felt a part of the school and the community. Audio-visual, audiotronic, and tape recording equipment were used to help the children in such activities as speech correction.

In addition to the academic assistance given by the tutor, field trips were planned to acquaint the children with community activities that might seem unfamiliar to them. The children visited the local bank, the post office, the police department, and the County Court House offices. School personnel felt the field trips were beneficial to the children.

Evaluation

Pretests and posttests were given to help measure academic achievement. Metropolitan Achievement Form A and Form B tests indicated a general overall improvement in reading, arithmetic, and language. Much of the work done with the migrant children is not measurable in terms of test scores, since many considerations such as health practices and social adjustment are important aspects of the program. The program is judged to be helpful to the migrant children because of the overall academic improvement indicated from the test scores.

CHANGING TEACHER BEHAVIOR IN A MIGRANT SCHOOL

Somerton School District
Somerton, Arizona

Contributing Author:
James J. Brunstein
Superintendent

Inservice training, like many of the processes in education, can be interpreted in several ways. Programs are as different throughout the country as are the needs of the teachers and of the children being served. Somerton School District in Southwestern Arizona feels that it has found an effective method of using inservice training to improve the education of Mexican American pupils.

Somerton, located near the Mexican border, is an agricultural center. Of the district's 1000 elementary students, 76 percent have Spanish surnames, and many of these children are also from migrant families. Some are recent arrivals in the United States.

With the opportunity for Somerton to be a demonstration school for migrant Child Education, the school personnel asked some searching questions concerning the present educational programs. Although their final answers resulted in many changes throughout the total district, inservice training has probably been the most effective aspect.

Description of Program

The major training began during the summer program of 1968. Somerton's administration met frequently with officials from the Migrant Child Division of the State Department of Public Instruction in Phoenix. The purpose was to develop a complete summer program which would be valuable to every child, teacher, and aide. Faculty members from Arizona State University joined these planning sessions; some definite goals and objectives were established, and sufficient funds were budgeted.

The obvious and most important objective, and possibly the hardest to achieve, was to modify teacher behavior and methodology. Somerton teachers were "traditional," using traditional textbooks and methods for the middle class, English language-oriented, Americanized child. Though some districts are deciding that the traditional approaches are acceptable, Somerton found a definite need to change teacher behavior to be better able to meet the needs of the Mexican American migrant child.

Other objectives included a reading and language readiness program for kindergarten and the first grade; development of a system for restructuring current classroom materials through Directed Reading Activities; help for teachers to acquire an understanding of high priority word recognition and comprehension skills for primary grades; and development of materials, using audio-visual techniques, especially suitable for Somerton's students. Most of these materials have since been used in a language-experience program for primary grades.

The intermediate grades had as their objectives the employment of the unit approach in social studies and language; help for teachers to acquire techniques of individual testing in reading and basic reading skills; and solution of the problems of scheduling, grouping, and materials preparation. The total school's objective was to attempt to develop a scope and sequence for reading development for all grades and to try to coordinate activities related to classroom programs in reading and language development.

The 1968 summer program was established for 400 children, with two teachers and one aide in each classroom of 20 children. This combination was an attempt to allow teachers the opportunity to use new materials, team teach, individualize instruction, and find effective means of making the best use of the teacher aide.

All teachers were required to register for a college course held in conjunction with the summer program. During the first part of the course, teachers were in a practicum assignment, each tutoring one child for an hour a day. A lecture period followed, which included topics of language development, word recognition, comprehension skills, sensitivity training, and the unit approach to teaching. As ideas, methods, and materials were introduced into the program, the teachers were able to use these techniques in the classrooms the following mornings. The combination of course content and the ongoing school program simultaneously contributed to teacher training and student enrichment.

Evaluation

The idea that emerged in the summer program was that the classroom teacher has to be an informed, professional educator. A good teacher needs a strong background in the various approaches to learning, a knowledge of all available materials, the ability to prescribe for each child, and the ability to use all resources so that the prescription is carried out, measured and evaluated. This training has continued in extension courses from Arizona State University and subsequent summer programs. Somerton teachers indicate that the most practical and valuable aspect of the program is the chance to use ideas from academic courses in real classroom settings.

Teachers have been pleased and often amazed at the results of the post-testing reports at the end of an inservice program. The Classroom Reading Inventory (CRI) was administered to each child at the beginning and at the end of the school program. The results show a significant difference in reading achievement in the areas of word recognition in context, comprehension,

and total reading scores. Teachers became convinced when they proved to themselves that they could improve a child's reading ability by half a year in only four weeks.

Now listed as an OnGoing Migrant Child Program, Somerton is continuing its efforts to implement its objectives. Emphasis presently is, and probably always will be, on developing the teacher into an informed, professional, classroom leader. Two coordinators of instruction, master teachers who themselves are in the classrooms half a day, are working with all the other teachers to continue to improve the total program. This process is a necessity as the district grows and as new teachers are added each year. Through the work of the coordinators, the teachers of Somerton are changing their methods of teaching to meet the needs of every child more effectively.

REDUCING DROPOUTS AMONG MIGRANT MEXICAN AMERICAN CHILDREN

Donna Public Schools
Donna, Texas

Contributing Author:
James L. Forrest
Director of Curriculum

Donna Independent School District is an agricultural area, with a highly mobile population consisting of more than 40 percent Mexican American migrants. An exceedingly high dropout rate is evident among the district's Mexican American children, particularly in the 13- to 18-year age group. The administrative staff of the district, although aware of the dropout problem for many years, has consistently lacked financial resources for a comprehensive attack on the problem. In 1963, the staff began attempting to solve the problem with the available resources and additional federal funds. At this time, outside consultants were employed from universities and the Texas Education Agency. The plan developed called for a long range attack on the problem, to be implemented in annual steps. Although this master plan called for prevention, beginning with a bilingual program of early childhood education, the immediate plan concerned remedial practices for the specific age group most severely affected.

Description of Program

Facilities at the junior high level were made available on one campus. This permitted the initiation of a six-month educational program for migrants, while continuing the standard nine-month program. Facilities, such as homemaking rooms, shops, and the gymnasium, were available on the campus. All students in the lower elementary grades 13 years of age or older and two years behind in their age-grade placement were given the opportunity to participate in either the six-month or the nine-month Basic Program. The dual programs were placed on the junior high campus, thus giving social accept-

ance by a peer group and providing academic instruction with a class size limited to 15 in the academic subjects. Students were taught on a non-graded basis for five periods of the day, stressing reading and language development, mathematics, science and health, and social studies. In addition, each student was permitted to choose two of the following elective courses: woodworking, typing, homemaking, art, crafts, driver's education, beginning band, music, athletics. The emphasis in all elective courses was to create interest and to motivate the student to remain in school. Wherever practicable, these students were integrated into regular classrooms and social situations.

Since many children had repeated work in the traditional academic textbooks two or more times, the staff omitted use of adopted materials and searched for any available high-interest low-vocabulary material. The key factor in program effectiveness was carefully employing the most creative teachers available and then providing them with all needed supporting materials and facilities.

Evaluation

The original data indicated that students with the specific handicaps and characteristics mentioned would have a 50 percent dropout rate in a 12 month period. This rate was reduced by more than half in the initial two years of the program. Although the staff realizes that not all students in the program will remain until high school graduation, the consensus is that each additional week the students remain in school makes them better qualified to take their place in society. In addition, students appreciate the feeling that someone cares.

The master plan now includes provision for junior high level vocational work and a lowering of the minimum age requirement to 12, so that remedial action can begin earlier. The program has met with some degree of success with both students and teachers, and has gained statewide and national attention. Many inquiries have been received, and visiting teams from other states and the Office of Education have observed it in action.

A SMALL SCHOOL COUNSELING PROGRAM FOR MEXICAN AMERICAN PUPILS

New Haven Unified School District
Union City, California

Contributing Author:
M. J. Hudson
Counselor

In 1968, for the first time, counseling services were made available at all levels in this district of 5700 students, 45 percent of whom have Spanish surnames. Two full-time junior high school and three elementary school counselors are employed in the district. At the primary and intermediate levels the teachers, administrators, and counselors work together as a team with the children and their parents.

The three elementary school counselors feel that the use of counseling facilities is increasing as students become accustomed to the program. At the beginning of the school year, the counselors administer and interpret developmental placement tests; as a result of the testing, some grade replacements are recommended because of size, age, or other adjustment factors such as social and emotional maturity. This counseling takes many hours per child, sometimes as much as 12 to 15 hours spent with one child and his parents.

The counselors may also work with social service agencies in cases involving child neglect and referring those children who need medical or dental attention. Referrals are also made to the two school psychologists for individual testing and interpretation. A visual screening program is administered, and funds are solicited for glasses for needy children. In cases involving medical problems, the Crippled Children's society is asked to assist. Other areas of assistance involve working with two to six children in a group counseling situation, playground observance, or play therapy.

A full-time counselor is assigned in the seventh grade and in the eighth grade. A bilingual secretary calls each student's home the day his name appears on the absence list. All communications issued from the school to the parents are written in Spanish and English.

Counselors assist in curriculum development. Spanish-speaking students had expressed a feeling of frustration with having to study on elementary conversational Spanish. With the counselors' aid, Spanish-speaking students are now enrolled in a Spanish-for-the-Spanish-speakers class, which is conducted by a native speaker. The students are given advanced grammar, advanced number work, and an introduction to quality Spanish literature. Some creative writing is also done in Spanish.

Some students from Mexico who have not previously been exposed to English are assigned to a class in English-as-a-Second Language taught by a bilingual teacher. The class involves basic work in English words and conversation. Extensive use is made of the library with exposure to current magazines and newspapers. Many field trips are taken to local industries and offices for exposure to American cultural patterns. Students are assigned to special reading classes scaled to three levels of ability: those working to two years below grade level, those working more than two years below grade level, and a special level for those who are almost nonreaders. For those more than two years below grade level in reading, the emphasis is on basic work development, including word analysis and comprehension. For students less than two years below grade level, a developmental program is used with emphasis on study skills and reference skills including use of the dictionary, encyclopedia, and library books and materials. Reading classes are not bilingual, although some Spanish language reading and reference books are located in the library.

Comparative test scores were accumulated, and summary sheets show definite gains from the reading program. Equipment used by students in the program includes the Language Masters with Spanish cards, a controlled reader, a tachistoscope, tape recorders, and phonographs. All instructional materials used emphasize English for the Spanish-speaking.

In conjunction with the counseling program, a tutorial program was also established for the junior high students. Students having difficulty with a particular course because of social adjustment, reading difficulty, or lack of a positive self concept are enrolled in a program where they serve as classroom aides. They assist teachers in small group instruction and in other tasks in the classroom. Improvement has been noticeable for those students lacking communications skills, and the tutorial program has been judged as highly successful.

REGIONAL PROGRAM FOR MIGRANT EDUCATION

Lodi Unified School District
Lodi, California

Contributing Author:
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Admin. Assist. for Special Projects

San Joaquin, Stanislaus, and Merced counties in California's agriculturally rich San Joaquin Valley have a seasonal influx of migrant families. Many of these families are Mexican American. A demonstration migrant education program has been developed, based on a unique regional concept.

Description of Program

An interagency staff composed of representatives from the three counties established an Educational Center in each county. Each Center is composed of a migrant housing camp and a public school serving the children of the camp. Through a pooling of staff and materials, the Demonstration Project and the cooperating public school work together to meet the educational needs of migrant children and their families.

The Educational Center is designed to attack on a multilevel basis the needs of each migrant family member. Funds from federal sources are used to provide day care, special instruction during the school day, after school programs, and evening adult education classes. Summer programs for migrant children are also developed by participating schools. The combination of funding agencies, educational agencies, and service organizations demonstrates the Center concept and emphasizes the importance of joint responsibility and coordination of efforts to upgrade the migrant family.

The objectives of the migrant education program are as follows:

1. To secure interagency cooperation and coordination of administration, funding, and services.

2. To obtain intercounty and interdistrict cooperation and coordination of administration, instruction, and services.

3. To coordinate programs of education for the total family, funded by a variety of sources including day care, regular and extended day compensatory education programs, and adult education.

4. To utilize professional and paraprofessional staff in schools and camps.

5. To coordinate school-camp efforts of education.

6. To assist schools in applying innovative techniques in grouping, testing, instruction, organization, and program implementation.

7. To coordinate agency programs of health services.

8. To conduct a statewide preservice and inservice training program for professional and paraprofessional personnel.

9. To conduct a workshop for all agencies participating in the statewide plan.

10. To conduct a program of demonstration and practical training for intrastate and interstate personnel.

11. To participate in intrastate and interstate record transfer procedures.

12. To cooperate in projects developed by other state educational agencies.

Evaluation

Efforts to develop a comprehensive, fully coordinated program for the solution of problems of the migrant population can be successful. The concept of a multi-agency, cooperatively funded, comprehensive program designed to find solutions for the needs of migrant families is entirely feasible with available funds. Project success seems to substantiate the hopes of the districts involved, and shows one means for other districts to solve the problems of migrant Mexican American families.

THE MOAPA VALLEY MIGRANT STUDENT PROGRAM

Clark County School District
Las Vegas, Nevada

Contributing Author:
Lyal W. Burkholder
Area Administrator

Clark County is located in extreme southern Nevada, a semi-arid desert area. Moapa Valley, located in the Moapa River Basin, has a plentiful supply of river water, and the Valley's climate provides a 12-month growing season particularly suited for vegetable crops such as onions, radishes, celery, tomatoes, lettuce, melons and strawberries.

Approximately 3,000 Valley residents live on ranches, in three small villages, and on the Moapa Indian Reservation. The sparse resident population and the 70 mile distance to Las Vegas, the nearest metropolitan labor market, make it necessary to import an extra, seasonal, labor supply. These seasonal workers are drawn from Mexican American families skilled in vegetable production who migrate to Arizona, New Mexico, Texas, Colorado, Utah, and Nevada. This practice results in a seasonal influx of approximately 500 to 750 persons and occurs primarily for eight months, from October through May.

This influx population includes from 60 to 150 children of school age, and when enrolled in the Valley schools, comprise from 20 percent to 35 percent of the total school enrollment. The educational and physical profiles of these Mexican American children are:

- Most of the younger children do not speak, read, or understand English.
- All speak Spanish as their native language, and those who learn English develop this skill as a second language.
- Attendance is sporadic; some attend school for only two months.

- Because of the general deficiency in English language skills, standardized test scores show consistent trends of achievement below grade level.
- Adequate facilities for health care are not available in the home.

Description of Program

In 1953, to meet the needs of these migrant children, a separate segregated school was established in an abandoned elementary school building with six classrooms and an auditorium. In September, 1966, a district-wide study conference critically analyzed the existing educational program being provided. The study conference recommended guidelines for program change, and the Clark County School District initiated a number of changes during 1966. The isolation of migrant children caused a segregated educational environment; for this reason, the migrant school was abandoned and the children integrated into the regular school program.

A full-time, bilingual, professional Director of Migratory Education was employed. The director supervises the migrant education program, which has the following unique aspects:

1. A totally bilingual staff is employed to serve in the program.
2. The director is responsible for inservice training programs designed to increase the competencies of the staff in instruction of ethnic group children.
3. Special instructional materials and equipment for Spanish-speaking children are provided in the program.
4. The director visits the schools from which the migrant students transfer and accumulates a complete educational history of each student. An educational profile of each child is prepared, and this complete information is supplied to teachers when the child enrolls. This educational profile is also forwarded to schools where the students transfer after leaving Clark County.

5. Migrant students leave their regular classes for a portion of each day for intensive group study in English, reading, arithmetic, and group speech therapy.

6. Extra teachers employed for the program are in charge of these separate group activities. For the remainder of each day, the program's teachers assist regular classroom teachers either in a team-teaching arrangement or as teacher aides. The teachers also tutor migrant students needing special help either in an individual or a small group situation.

7. This integrated plan in the regular school program provides an opportunity for migrant children to be associated with English-speaking children for art, music, physical education, shop, home economics, social studies, and athletics.

8. Entrance interviews are arranged for students upon enrollment. These interviews are designed to accomplish the following:

   - Acquaint the parent and the student with the school
   - Evaluate the child for possible speech therapy
   - Administer a wide range achievement test to provide information relating to diagnostic reading, spelling, and arithmetic abilities; determination of instructional level; and assigning children to instructional groups.

9. The director and social worker visit the homes of migrant children with sporadic school attendance or whenever a special home problem obstructs a child's learning.

10. Written communications to parents of migrant children, in both Spanish and English, explain school activities. Parents are encouraged to visit the school to observe various activities in progress. All pupil achievement progress is reported to parents in personal parent-teacher conferences. Special parent-teacher association meetings designed entirely to meet the interests and concerns of parents of migrant children are arranged each week.

11. Field trips are arranged for migrant children to places of cultural and environmental interest. Community resource persons are scheduled for in-class talks and demonstrations.

12. Each migrant child receives a nutritionally balanced hot lunch each day in the school cafeteria. No fixed charge is assessed for this service.

13. The school nurse makes daily health inspections of all migrant children. The school nurse makes daily home visits to parents of children experiencing an acute health problem.

A complimentary program, "The Moapa Valley Migrant Worker Program," was also initiated in 1966. This program serves the Mexican American migrant parents and their preschool age children. The structure and services rendered by this program are the following:

- A full-time bilingual director and assistant director are employed. Other employed staff include a child care director and nurse aides to serve an enrollment of 85 preschool children.
- Full day child care is provided to all migrant children, from infants through age five.
- Adult education programs are conducted for all adult migrants. The programs consist of intensive workshop courses in home economics, auto mechanics, carpentry, plumbing, air conditioning, apprentice electrician training, English, citizenship qualification courses in civics, American history, and government. In addition, manpower training courses are designed to develop labor skills for male migrant members that will enable them to transfer from the declining agriculture labor market to other stronger labor demand occupations.

Evaluation

Achievement test results reveal significant gains of as many as three grade levels in reading, spelling and arithmetic. Every child gains a mastery of English to a level that enables him to achieve on or near grade level in the basic skill areas of reading, arithmetic and spelling.

The California Personality Test is administered both as a pretest and a posttest. Scores are analyzed to determine changes in pupil behavior in the areas of personal adjustment and social adjustment. Test results consistently reveal significant gains especially in Feelings of Personal Security, Feelings of Social Security, Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, and Withdrawing Tendencies and Nervous Symptoms.

School attendance has increased from an average of 60-70 percent to an average of 85-95 percent. The overall health level of every migrant child has improved to become normal.

Because of the benefits of the migrant student program and the migrant worker program, many migrant families are stabilizing their year-round residence in the Moapa Valley area. Employment is being obtained in non-agriculture occupations during agriculture's off-season periods. Greater involvement is evident in community affairs by both the adult and teenage migrants. Because of the public health services the programs supply, the overall home health and sanitation conditions have improved significantly.

PARENT INVOLVEMENT PROJECTS

A stereotype that has been common in education is that parents of Mexican American students are not interested in education or do not value education. This is, no doubt, the case with some Mexican American parents as it is with some parents from all ethnic groups. It may well be a more common occurrence among Mexican American parents than with Anglo American middle-class parents. However, an examination of why some Mexican American parents have a negative attitude toward school might be a pertinent study in almost any community.

Could Mexican American parents feel alienated from the school? Have their only contacts with the school been negative in nature? Is the socio-economic status afforded Mexican Americans in the community low, resulting in a need for their children to help with family income? Have school personnel only given "lip service" to parent involvement but extended no real effort to involve them in meaningful ways? Many schools espouse a philosophy of the "school belonging to the community," but do they really want community involvement?

One of the most pressing needs of schools in Mexican American communities is to make education relevant to the children they serve. A step in that direction would be a genuine, sincere effort to involve the community in the affairs of the school. This would not only include efforts to communicate the objectives of the school to the community and solicitation of parental support for existing programs, but would also imply: (1) listening to the community, (2) implementing educational change based on the community's needs, and (3) making better use of the human resources of the community.

Many schools situated in the barrios have a traditional, middle-class curriculum and are staffed by Anglo middle-class teachers who have difficulty in relating to Mexican American students. Perhaps ways to involve community people in all aspects of their school's program should be found. Too often community people, if involved at all, are used to assist the school in "fitting kids into the system" as opposed to changing the educational system to fit the students.

Six promising school practices for parent involvement, many of them under federally funded programs, are included in this section. Some are examples of efforts to listen to the community, to involve the community in educational change, and to capitalize on the human resources available in the community. "Trotaconventos (The Go-Between)" describes a parent involvement program in the Denver area. Based on a "reeducative model," it uses paraprofessionals from the community on the project team.

Next is a summary of a parent involvement project in San Jose, California. Parents were asked by the school to develop a project that would involve the community and lend audience to the Mexican American culture. A gala "Fiesta Hispanica" was the resulting project that was planned, coordinated, and implemented by the parents.

A third approach to parent involvement is the Sustained Primary Programs for Bilingual Students in Las Cruces, New Mexico. Program emphasis is on understanding and appreciation of the culture and involves a variety of techniques in its implementation.

The fifth summary describes the use of a Mexican American school patron as a community agent. The community agent's primary role is to bridge the communications gap between the community and the school.

The last article, "Home School Liaison," describes the use of non-credentialed community personnel in a variety of ways to bring about better school-community understanding.

TROTACONVENTOS
(THE GO-BETWEEN)

Adams County School District No. 1
(Mapleton Public Schools)
Denver, Colorado

Contributing authors:
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Tom Maes, Special Teacher
Jack Monahan, Special Teacher

The Mapleton Public Schools have developed a new program to help disadvantaged Mexican American children. Since previous programs using supplementary materials and equipment were only partially successful, Trotaconventos was planned as an effort to meet the needs of the disadvantaged more effectively. The new program is designed to serve the entire family. Special staff members identify children with learning and social problems and attempt to alleviate these problems with the assistance of the family. The program is a combination of school tutoring and home-school communication.

In developing Trotaconventos, staff meetings were held to determine the best method to involve Mexican American parents in school activities. Many parents displayed negative attitudes toward the school and found relating and adjusting to school activities difficult. The administration decided that a primary need was to acquire a special staff with an awareness of the problems of minorities and experience working with the disadvantaged. Four persons -- a coordinator, two special teachers, and a paraprofessional -- were hired. This staff worked both with the children and with community agencies and organizations.

Description of Program

The two special teachers and the coordinator compiled a list of students who were possible program participants. They held individual conferences

with students to learn their specific problems and discussed what situations caused negative feelings. The staff also held parent conferences and made home visits to discuss methods to improve student attitude, learning, and relations (family and community). The staff believed that student changes must begin at home, and they assisted in the solution of domestic problems.

The paraprofessional worked individually with children in the target elementary schools. She continued the follow-up program for children who had been in Head Start classes. Under the direction of regular teachers, she tutored, held small group reading sessions, and helped the children with audio-visual materials. She used program materials designed to improve language development and social attitudes and made referrals to school personnel concerning health and general welfare needs of the students.

Evaluation

Trotaconventos now plays a major role in the Mapleton Public Schools. Evaluation has indicated that the program is becoming progessively more effective. Following are some positive results of the program.

- A number of project students received awards for outstanding improvement.
- The program staff found foster homes for children who were involved in dependency actions.
- Teachers and principals noticed improvement in the children's self-image as well as progress in academic areas.
- Staff noted behavioral changes in many cases.
- Target families expressed concern over continuation of the program.
- Family members obtained employment through staff efforts.
- School attendance showed a noticeable increase.

- Parents became more active participants in the total school program.

- Testing results indicated substantial progress in reading areas, particularly among participating primary children.

FIESTA HISPANICA

Piedmont Hills High School
San Jose, California

Contributing Author:
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Associate Principal

The city of San Jose, in central California, has a strong Mexican heritage as evidenced by its history, Mexican ethnic organizations, Spanish street names, and the large number of Mexican American residents. Piedmont Hills High School has approximately 650 students with Spanish surnames, who comprise almost 32 percent of the total enrollment. Many of these students have problems caused by lack of parental involvement, poor attitudes toward school, a history of failure, and the constant problem of communication. The school has adopted several programs to meet these needs, including English for the foreign born, Mexican history, remedial reading, and a developmental education program for the culturally deprived. Attempts have also been made to develop better communication with Mexican American parents and to encourage them to take advantage of school programs and facilities.

Description of Program

To initiate the program the school administration invited parents to a meeting with the staff, conducted in an open and friendly manner. An American Family Workshop consisting of Mexican American parents was formed at this meeting.

Once the group was organized, it sought a worthwhile project to undertake. One of the Mexican American teachers suggested a "Fiesta Hispanica." Although the project seemed ambitious, the group members, their friends, and students from the Spanish classes all became involved.

Responsibility for some aspect of the evening was delegated to each parent. On the evening of the Fiesta, booths were set up to serve homecooked Mexican dishes, and a Mariachi band played during the meal. Students and parents ended the evening with a program of Mexican entertainment.

Evaluation

The results of the Fiesta were subjective. There was a large attendance of approximately 1,000 persons, and many favorable comments were heard. A new bond was formed between the home and school, and students who were previously borderline discipline problems became more enthusiastic about school after seeing their parents involved. Contacts with Mexican Americans in the school community have since become much warmer, and there is less mistrust. The Piedmont Hills program shows that with interest, effort, and cooperation at home and at school, effective parent involvement can be accomplished.

HOME VISITATION PROGRAM

Glendale High School
Glendale, Arizona

Contributing Author:
Melva Molina, Home
Visitation Teacher

For some time the staff at Glendale High School felt better communication was needed with Mexican American students and their parents. They were also concerned about frequent absences of Mexican American students. A home visitation teacher was employed to solve these problems. Her duties were to develop and maintain a warmer relationship between the school and the home and to serve as the liaison for the school attendance officer, school counselors, and classroom teachers. Other duties were contacting dropouts and trying to get them to return to school or attend evening classes, and maintaining a close working relationship with the Community Action Agency to promote high school education among Mexican American youth and the community. Two additional neighborhood attendance workers were provided to aid the home visitation teacher. Their duties were collecting enrollment data on Mexican American adolescents in the neighborhood, encouraging better school attendance, and acting as advisors to interested public and private agencies in the development of after-school work opportunities for needy students. The aides also assisted in finding financial aid for students who could not attend school because of lack of clothing, money for rental of books, and other necessities.

Description of Program

The program was developed for students in Grades 9-12 and dropouts of high school age. Financial help and other services for individual students were obtained from local civic groups.

At the beginning of the school year, the home visitation teacher and the two workers examined the records and compiled a list of dropouts from the previous year. They visited these dropouts and encouraged them to return to school, to attend evening classes, or to attend the evening program for completion of the G.E.D. high school equivalency diploma. They also visited students who had not returned to school from the preceding year and incoming freshmen who had preregistered but never appeared in school.

After a month of working with dropouts and no-shows, the home visitation teacher visited students having attendance problems. Illness, babysitting, helping at home, and not coming when they knew they would be late were cited as reasons. The visiting teacher emphasized to the students the importance of regular school attendance and told the parents of its importance so that they would encourage their children to attend. For the student unable to attend because of illness, parents were informed about the Homebound Program.

The home visitation teacher also investigated the reasons why a number of students dropped out of the night school program. In most cases, the students had found jobs that interfered with class hours.

Evaluation

The Home Visitation Program has been successful. Many Mexican American parents are more understanding of the school's function and what the school is attempting to do. More important, students are realizing that teachers, counselors, and the administration want to help them. After the visiting program some dropouts returned to school, and

some youths who were planning to drop out stayed in school. Others in need of clothing, money for books, or after-school jobs were helped. Through the program, many students have realized the importance of regular school attendance, and parents have expressed pleasure in the interest the school has shown in their children.

A PARENT INVOLVEMENT PROGRAM

Las Cruces School District No. 2
Las Cruces, New Mexico

Contributing Author:
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Coordinator, Title III

Through the planned public relations aspect of the Sustained Primary Programs for Bilingual Students, personnel in Las Cruces School District No. 2 have made continuous efforts to improve home-school relations by involving parents more directly in establishing educational goals for themselves and their children. They have emphasized understanding and appreciating the Spanish-Mexican-Anglo heritage of the Mesilla Valley in southwestern New Mexico, valuing the structure of language, identifying the methodology and strategy needed to create the best learning climate, and exploring ways of expanding the learning environment into the home and the community.

School personnel in Las Cruces considered the following propositions relevant to parent involvement:

- If school administrators and teachers value parent involvement in the curricular experiences of their children and if parent participation is actively maintained, then home-school relations will reflect mutually responsible concerns for education.

- If the school curriculum uses the cultural values and language of ethnic groups in the community, then greater appreciation and understanding will promote positive feelings of self-worth and bicultural interaction.

- If the school children of the community experience positive feelings, then they will feel free to question their environment, thus creating an environment for personal adjustment and healthy interaction within the school-home community.

- If the students in the community become competent in English and Spanish language skills, then they will possess the verbal and interpretive tools essential for a successful life.

Description of Program

To promote these propositions, parents and teachers in Las Cruces shared in the following endeavors:

- Personalized communication (notes, phone calls, coffee chats)
- A monthly English/Spanish newsletter, EL MIRASOL
- An open invitation for parents to visit and observe in the classroom
- Parent-teacher conferences (at least one each semester)
- Home visitations (at least one per year)
- Teacher-class demonstrations in various subject areas
- A materials workshop where parents constructed teaching aids under teachers' directions
- An arts and crafts workshop where parents learned to make decorative and inexpensive articles, toys, and games
- Parent study groups where interests and problems were discussed
- Evaluation workshops where parents and teachers determined and evaluated home-school objectives
- A series of communication meetings where techniques of personal awareness and insight were used to facilitate human understanding, social interaction, and confident behavior

Evaluation

Pre- and posttest measures of parent attitude and degree of involvement were evaluated, and findings were compared with pupil attitude and achievement. Parent involvement was measured by the degree of participation in school activities and learning experiences of the children and by the "Parent Attitude Toward Education Rating Scale." This test provided a measure of attitudes held by the parents in regard to (1) school in general,

(2) Spanish in the curriculum, (3) home-school relationships, (4) the value of education, (5) personal education experiences, (6) sustained school year, (7) aspirations for themselves and their families, and (8) evaluation of child behavior. Early evaluation indicates that parents' attitudes toward education improved in each area following implementation of the parent involvement program.

COMMUNITY AGENT PROGRAM

San Angelo Public Schools
San Angelo, Texas

Contributing Author:
Carrol Click
Director of Guidance

For several years the faculty and staff of the San Angelo Public Schools were concerned with the schools' inability to meet the educational needs of minority group children from lower socioeconomic backgrounds. The problem was particularly acute with Mexican American children, who had a history of school failures, excessive absences, early school withdrawals, and poor attitudes toward school in general. Parents of these children showed little interest in school as evidenced by a lack of participation in PTA and other school-sponsored functions as well as a lack of personal support of their children's educational efforts.

During the 1965-1966 school year, several staff meetings were held to discuss problems associated with educating Mexican American children. Lack of communication between the school and the families of Mexican American children was felt to be of particular significance. A breakdown in communications often led to parental misunderstanding and suspicion of such programs as remedial classes and special education. After considering several suggested solutions to the communication problem, staff members proposed a Community Agent Program. The agents were to be selected from the Mexican American community to serve as liaisons between the school and the homes of Mexican American students. In early 1966 the first community agents were employed as part of the paraprofessional staff. After a two week inservice training period, the community agents began their efforts to improve communications between the school and the Mexican American community.

Description of Program

Schools that have a large Mexican American student body use community agents, while schools with a small percentage of students from this ethnic group share an agent. The specific responsibilities and duties of the position vary from school to school, depending upon the needs of a particular school, and at the principal's discretion. In every case, the overall purpose of the community agent is to work for better communications between the home and the school. Agents' duties include:

- helping check attendance at the beginning of the school day and keeping records of students who are absent without excuses
- visiting in the homes of students who miss school without apparent good reason
- serving as interpreters in cases where parents and/or children do not speak English
- serving a public relations role in an effort to communicate the purposes of the school program to the Mexican American community
- helping communicate the Mexican American culture to the school
- helping Mexican American families in better use of special community services
- assisting in preschool "round up" and the Head Start Program prior to the first grade

Community agents serve as interpreters, helping place Mexican American students in special education classes, working with counselors in conducting parent interviews, and visiting parents either at school or at home to explain the purposes of special placement. Prior to the use of community agents, parents were often reluctant to talk with counselors or psychologists and were highly suspicious of the special placement concept. With the community agent acting as a language and cultural interpreter, this difficulty was overcome to the extent that counselors and community agents are now often invited into Mexican American homes for dialogue and planning.

Evaluation

The Community Agent Program is now in its third year in the San Angelo Public Schools and is expected to expand in the future. Initial indications are that the program has been effective in the following ways:

1. The number of students who are chronically absent has decreased appreciably.

2. Parents are more active in school organizations.

3. The faculty and staff are more aware of and interested in the problems of Mexican American students.

4. After conferences with the community agent, parents were less resistant to placement of their children in special classes.

5. The Mexican American community has become more active in adult education and community action.

6. Mexican American families are utilizing special community services to a greater degree than they have in the past.

7. Participation of Mexican Americans in the Head Start Program has significantly increased.

HOME-SCHOOL LIAISON

East Side Union High School District
San Jose, California

Contributing Author:
William J. Sullivan
Director of Education

William Overfelt High School is located in an area of increasing Black population (about 10 percent) and a large Spanish-surname population (about 50 percent). The number of school employees representing these ethnic groups is limited, although continual efforts have been made to increase the number. Because of these and other factors, the school has experienced difficulty in communicating with the families of its students and in some cases with the students themselves. The method developed to bridge this gap was a home-school liaison program employing six non-credentialed persons of minority background, primarily Mexican American.

Description of Program

Liaison staff serve both on the school campus and in the students' homes. On campus they act as supervisors between classes and during lunch periods, aid in chaperoning activities at dances and games, and are available for discussions with students. They also meet with students individually and in groups off campus, attend meetings related to the school, and make as many contacts as possible with school staff concerning student, home, and community problems. They serve a major role in informing the administration about the individual and collective feelings of the community.

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Evaluation

During the 1968-69 school year, more than 1,000 contacts were made by home liaison personnel from the school, averaging 60 contacts per week. The initial success of the program warrants its continued support by students, parents, and the school district.

SELF-CONCEPT ENHANCEMENT

How a person views himself -- his thoughts and feelings about himself -- is closely related to how he behaves and what he achieves. If a student feels worthy, acceptable, of value, and capable, he is likely to react in positive ways that will bring him success in both the academic and social realms. If he has a negative self-image, his chances for school success are much less.

Much, if not all, of what a person thinks or feels about himself is learned through his interactions with other people. Day to day feedback that students receive in school from teachers, counselors, and administrators is integrally related to how students view themselves, especially in the school situation.

Children from Mexican American homes more often than not enter the first grade with a positive view of themselves. A child's experience in the home and community has been warm, friendly, accepting -- generally positive in nature. The result is that the child feels that he is worthwhile, lovable, acceptable, and capable. In school he begins to see that he is different in many ways. The food he eats, the language he speaks, and many of his habits, attitudes, and values are either ignored, deemphasized, or ridiculed. He begins to question what he learned at home. Accompanying the questioning is conflict and guilt. Too often he begins to deny much of his old value system and tries desperately to become more Anglicized. During this time he develops negative attitudes toward himself, which can be psychologically damaging. Add to this the failure he experiences in trying to relate to Anglo-oriented academic thrusts in schools, and the problem is compounded.

As has been pointed out in earlier sections of this book, educational reform is badly needed. Schools must be aware of cultural differences and accept the responsibility for making the educational process more relevant for

Mexican American students. Five school practices designed specifically to enhance Mexican American students' self-concept are summarized and reported in this section. Three of the five are examples of remedial measures for older students who have, in all probability, developed a negative self-concept. The other two are developmental in nature for younger children prior to extended negative school experiences. Many of the programs summarized in other sections have enhancement of self-concept as a secondary objective. Those reported in this section have this as their primary purpose.

The first two summaries describe programs of self-concept enhancement for high school students. Both are based on a Mexican American student organization or Chicano club as a vehicle for creating better understanding and appreciation for their cultural heritage.

The next two articles are summaries of developmental programs for elementary children. They both emphasize affective development in conjunction with cognitive development. The Las Cruces program uses the Human Development Program (HDP) materials developed by Bessel and Palamores.

A "Spanish Pride Class" which enhances the self-image of the Mexican American students is described in the final selection.

SELF-CONCEPT IMPROVEMENT PROJECT

Righetti High School
Santa Maria, California

Contributing Author:
Anthony Aycock
Director of Activities

Thirty-five percent of the student population at Righetti High School is Mexican American. These students have always been set apart from the Anglo majority. Most of them are in the lower track classes, few participate in the athletic program, and even fewer engage in extracurricular activities or student government. Students who have become involved over the past few years have made a great contribution to the sports program and student government, but unfortunately they have had to abandon their ethnic group identification in order to do this. The school administration has been aware of and concerned about this problem for some time and has taken steps to alleviate it. The problem, however, has persisted.

Description of Program

A program was designed to improve the self-image of Mexican American students. The chief objective of the program was to involve them in the total school environment by creating a Mexican American student organization to provide leadership to their group. The steps taken were:

- Secure the approval and support of the administration and key faculty and student leaders.
- Identify the Mexican American student leaders.
- Meet with these leaders and a cross section of the Mexican American community to establish a student organization. It is important that they are active in the development of the organization.
- Secure the services of a faculty member to act as the advisor. It is important that this faculty member relate to and be accepted by the minority group students.
- Get the organization going immediately with some sort of "vehicle" which will be enthusiastically accepted by the organization. A "Chicano" style dance was our choice.

Evaluation

The program has been in effect for only a few months, which makes evaluation difficult. Indications are, however, that we have moved toward our objective, as evidenced by the following:

- The staff and overall student body have become much more aware of the Mexican American students and their problems.
- Mexican American students have become more aware of student government functions, the mechanics of setting up student activities, and the process of developing student organizations.
- Communication and interaction between Mexican American and Anglo students has occurred at student government meetings and in other school situations. Mexican American students have also communicated with community leaders and the administration.

MEXICAN AMERICAN STUDENT CLUB PROGRAM

Denver Public Schools
Denver, Colorado

Contributing Author:
Fernie Baca Moore
Coordinator

The Youth Motivation Program evolved from a high school counseling program conducted for several years as part of the City Schools Project, which was designed to help Mexican American students take a more active part in school activities. The City Schools Project was directed by a consultant who met regularly with interested students. Meetings were designed not only to motivate students to complete high school, but to plan for a more productive life, whether they chose to go to college or directly to work.

Persons of the Mexican American community, whose environment had been similar to the students', spoke about career opportunities and answered questions concerning group and individual identity, conflicting cultural values, and local intergroup controversies. Speakers also discussed scholarships and other financial assistance specifically for minority students.

This project terminated in 1962; but several of its innovations were continued, including the counseling program. Motivation groups were taken over by interested persons in the Mexican American community.

Description of Program

Since 1963 the Youth Motivation Program has continued through the Mexican American Student Clubs. The program is a community involvement undertaking designed not only to encourage students to participate more fully in school activities, but to provide an opportunity for parents and community leaders to become more interested and actively involved in the schools.

In 1966 the Denver Public Schools hired a coordinator to expand and enrich the program to include young people of all ethnic groups. The club coordinator serves as liaison between school and community and is assisted by neighborhood aides who live in areas where clubs exist.

Purposes and activities of the program are promoted through the Mexican American Student Clubs. Membership is voluntary, and any interested student may join if his high school has a club. Although the membership is largely from the Mexican American community, it is not limited to this ethnic group.

The general purposes of the clubs are:

- To study the historical and cultural backgrounds of the Hispano community in order to better understand and appreciate their unique contribution to American society
- To develop a more positive self-concept among club members
- To encourage and develop leadership qualities among club members
- To motivate one another toward higher goals in education
- To encourage wider participation in school activities
- To provide opportunities for youth to learn how to work together in an organized group
- To provide opportunities for social and service activities which will enrich individual experiences and be of value to the community

The Youth Motivation Program is designed to supplement the students' educational experiences in school, at home, and in his community. Through the club, students have an opportunity to delve into areas of concern to them as young people with a cultural heritage different from that of the majority community. Through planned activities, the students become more aware of the influence their heritage has on their lives and are able to evaluate this heritage as it relates to the values they are developing. After finding his own identity, the student sees himself as an individual and not as a stereotype of a particular ethnic group.

Another program feature is the opportunity for students to develop leadership in a less competitive and more informal atmosphere. Planned activities not only expose them to organizational structure and procedure, but also provide many opportunities for free and relaxed self-expression and wide participation.

The meetings include dissemination of information about careers, employment opportunities, and scholarships and other financial assistance specifically for Mexican American students, as well as discussions on Southwestern, Spanish, and Mexican history and the cultural heritage of the Spanish-speaking community.

A special feature of this program is its attempt to involve adults from the school as well as the community. Both teacher and lay sponsors play a vital role in the motivation activity. Teacher sponsors seek out potential dropouts, underachievers, and disillusioned young people who would benefit from the club experience. Adult sponsors are drawn mostly from the Spanish-speaking community, but sponsorship is not limited to this group. Organizations and agencies as well as interested parents and citizens representing a cross section of the community support the Mexican American Student Clubs.

Evaluation

Over the years, the sponsors have seen evidence that the program has helped young people to gain new insight and understanding regarding the value of education, the need for setting higher personal goals, and the urgency of planning more systematically for the future. Those working with the program feel it provides a unique kind of motivation which is often not provided in the home or the community and which is usually not available in classroom situations.

PRACTICE TO IMPROVE THE SELF-CONCEPT OF MEXICAN AMERICAN STUDENTS THROUGH SPEECH IMPROVEMENTS

Belton Public Schools
Belton, Texas

Contributing Authors:
Marion Austin
Speech Therapist
Agnes Madison
Reading Specialist

In Belton, Texas, 14 percent of the school population is Mexican American. The majority of this population comes from the lower socioeconomic levels and shows poor self-esteem in personal habits, speech, and dress. The students appear to be aware of differences in their speech and are reluctant to participate in activities requiring verbal involvement.

Description of Program

A program to improve basic skills in language arts was implemented in 1965. A primary objective was to improve the communication skills of the educationally disadvantaged. The program was also intended to increase vocabulary, teach standard American speech patterns, and improve the self-concepts of students. Emphasis was placed on practices to strengthen oral language growth and improve speech practices.

One aspect of the program was the use of a tape recorder, an Echorder, and taped materials. The materials designed for first grade students were necessarily elementary. Materials used for older children were more difficult and complex. Short sentences were more common in the materials because they more nearly fit the memory span of the children and they also fit the time span of the Echorder. Each child recorded his own sentence or word and then immediately heard a playback of his voice so that he could correct his speech if necessary.

Evaluation

Because of the nature of this program, results cannot be measured exclusively by normal school procedures using standardized tests. It seems reasonable to assume, however, that as speech and language proficiency increased, the self-concept of the individual student also improved. Personnel connected with the program rate the composite progress as good on a scale ranging from poor to excellent.

A HUMAN DEVELOPMENT PROGRAM

Las Cruces School District No. 2
Las Cruces, New Mexico

Contributing Author:
Mary T. Keith
Project Coordinator, Title III

To cope with the increasingly complex world of education, teachers are turning more and more to new methods and new ideas for communicating information, attitudes, responses, and feelings to their students. A major innovation being used by 30 Las Cruces primary teachers at various schools is the Human Development Program.

Description of Program

The Human Development Program was designed by Dr. Uvaldo Palomares and Dr. Harold Bessell as a result of their belief that self-confidence is the key to motivation. HDP is a daily, structured program to help each child develop a healthy self-concept. It specifically increases a child's motivation and dwells upon cultivating an awareness, acceptance, and appreciation of self and others. It is built around what children feel and see. Vital ingredients for the achievement of the goal are loving, caring, sharing, and interacting with others.

The HDP vehicle is the "Magic Circle," used to produce pupil reactions. About 10 children and a teacher sit in a circle for a minimum of 20 minutes daily; and each child is urged to share his feelings, thoughts, and actions with his peers. All responses are given respect; and through approval and acceptance of teacher and peers, the child gains self-confidence. As confidence grows, he attains new freedom to react. This becomes the foundation for motivational development. Emphasis is on good feelings and thoughts. Discussion questions include: "What would make you happy?" "How can you

make someone else happy?" "What gives you a good feeling?" "What can I do for you that would be nice?"

The children learn to inquire, consider, and respond. They also learn their own responsibilities and power. They learn to relate personal growth to social relationships. The Magic Circle serves to dispel the delusion of uniqueness, the notion that each individual is different from all others, and therefore may be inferior. In the circle, the children see that others feel unsure and have fear. Each child can perceive that he and others in the group are much more alike than different.

Experiences in the Magic Circle are always related to specific program goals. As the circle formation is used, children help pull into the group those who might hold back. "Great emphasis is placed on the need for each child to express himself, for children learn best by doing," Dr. Bessell explains. "Whenever a child participates...he is recognized by name and praised for his contribution when he finishes."

Dr. Palomares feels that educators should endeavor to promote a sense of individual responsibility built on social compatibility. Student motivation for learning prompted by competition should be deemphasized. He asserts that if there is to be competition in education, we should compete in developing better human beings.

Evaluation

In Las Cruces, HDP is being used primarily in the K-3 and Migrant Programs where bilingual education is emphasized and where many children come from economically and educationally disadvantaged homes. It is an excellent vehicle to encourage these children to verbalize their problems, ideas, and feelings, and by so doing, build their own self-image, their confidence, and their educational motivation.

Dr. Bessell reports: "Teachers now using the program report that discipline problems are reduced markedly and that children show increased personal involvement, greater verbal expressiveness, more self-confidence, higher motivation, far more personal awareness, and an increased degree of comprehension of social interactions."

A SPANISH PRIDE CLASS TO ENHANCE THE SELF-IMAGE OF MEXICAN AMERICAN HIGH SCHOOL STUDENTS

Englewood Public Schools
Englewood, Colorado

Contributing Author:
Edna H. Maples
Coordinator, Special Services

For more than eight years, Englewood Public Schools have been involved in the study of high school dropouts. One of the major concerns has been the dropout rate among the Mexican American students as only two percent graduate from high school. Analysis of the problem showed that the graduates were those who became involved in activities and were a part of the total school program. The Spanish Pride class grew out of the need to help Mexican American students identify with the school and develop a better self-image.

The prerequisite for taking Spanish language classes in Englewood schools is an over-all "B" average. This penalizes many bilingual students who don't maintain such an average. With the cooperation and interest of the administration, the Spanish teacher recruited and organized an accelerated beginners class for native speakers.

Description of Program

Twenty-six native Spanish speakers enrolled in the first Spanish Pride class. Students not only learned to speak and write Spanish, but they learned about Mexican culture as well. Students were able to relate the past to the present through films, guest speakers, field trips, Mexican literature, newspapers, and interaction with other Denver-area Mexican American students.

The class has hosted or heard speakers from many organizations. The teacher felt that the class alone, however, was not enough to hold the students in school, so he inquired into the Denver Area Latin American Clubs.

A club of this type was organized at the school and is now one of the most active in the Metro Area.

Parent interest in the Englewood Latin American Club is high. Often as many parents as students are present at the meetings. This has stimulated a general interest in school that was never evident before.

Evaluation

At the end of the first academic year, students had covered more than two years of Spanish and exhibited advanced areas of interest. At the end of two years, the advanced students will have had the equivalent of all the Spanish that Englewood students can take in both junior and senior high schools -- six years.

The teacher reports that not only has the dropout rate been curtailed, but many of the students are also planning for college. Students are becoming involved in school life. Many are joining other clubs and organizations and are taking pride in their school, thus achieving the original objectives of the project.

SPECIAL PROGRAMS FOR MEXICAN AMERICAN STUDENTS

Promising school practices with Mexican American students that do not seem to fit into any of the previous sections have been pulled together in this section. Three of the summaries are related to academic or instructional areas other than language development. Another is a description of a student aide program conducted during the summer months. The last two are descriptions of projects and activities conducted by schools to meet the special needs of the small percentage of the student population who are Mexican American.

"A Junior High School Prevocational Program" describes a project in Olton, Texas, designed to meet the needs of Mexican American students who were not academically motivated. Students involved in the program did not have an adequate academic background for high school work and seemed to be "serving time" in the school until set free by the compulsory attendance law.

An attempt to facilitate mathematics instruction of Mexican American seventh grade students in the Los Angeles area has been summarized by Sharron. A mathematics textbook written in Spanish was developed for use with the seventh grade, and the three plans for mathematics instruction are described.

"Project Get Ahead" describes a program designed to assist older students to help themselves while being of service to others. While attending summer school, older students employed as student aides help teachers and elementary grade pupils. Project participants work with the younger children in the mornings and return to their studies in the afternoon.

Another approach to providing meaningful experiences for Mexican American students is the art program summarized by Mrs. Laura Bryna. The program is aimed at improving the self-concept of Mexican American children

through art, since this medium of communication is not based on verbal skills.

The fifth summary in this section concerns the inadequacies of testing for Mexican American children and an individualized approach to the use of test scores. Other concerns are for the non-English speaking and for preschoolers in the Jal, New Mexico, schools which have a small percentage of Mexican American students. Efforts are being made to provide for the needs of these children.

Another example of special programs in a school district with few Mexican American youth is the description of the efforts in Quartz Hill High School in the Los Angeles area. Special programs in academic essentials, reading, ethnic studies, counseling, and teacher inservice training are described in the final summary of this section.

A JUNIOR HIGH PREVOCATIONAL PROGRAM

Olton Junior High School
Olton, Texas

Contributing Author:
Carl McClure
Principal

In 1966 the number of underachievers in Olton Junior High School had reached a critical stage. More than 40 percent of the students were Mexican American; among this group, most were at least one year behind grade level, and many were two or three years behind. These students indicated that they were having difficulty with the junior high curriculum and that they were not planning to go on to high school. They were simply waiting to reach the legal age to leave school.

Description of Program

In an attempt to meet the needs of potential dropouts, the Olton staff organized a prevocational course. For the boys, the school implemented a half-day shop class to teach carpentry, welding, metal work, and other occupational skills with more potential than the unskilled farm labor which is the major source of income in the area. The other half of the day was devoted to remedial math, language arts, and physical education.

The girls' program followed the same pattern, with a half day devoted to homemaking skills, personal hygiene, good grooming, and marriage and family relations.

Evaluation

As a result of the prevocational program, most of the students acquired positive attitudes toward school. Many went on to high school; and some who quit school returned to visit the vocational teacher and get advice about

problems related to jobs, families, or their future. The shop teacher played a vital role in the program, for his empathy and patience accounted for much of the program's success.

Following are the most notable program results:

- Students decreased their high absence rate; this was particularly apparent among chronic absentees.
- Parents became more involved in school activities.
- Teachers developed an increased awareness of the problems of Mexican Americans.
- Parents became more accepting of special school programs.
- Mexican American students began to remain in school longer and to experience academic and personal success.

MATHEMATICS FOR SPANISH-SPEAKING PUPILS (MSP)

Los Angeles Unified School District
Los Angeles, California

Contributing Author:
Sidney Sharron
Mathematics Supervisor

The schools in the east side Los Angeles Unified School District serve a high concentration of bilingual Mexican Americans. A large number of these pupils are more comfortable conversing in Spanish than English, yet are not functionally literate in either language. In 1967, the state legislature changed the requirement that all schools conduct classes in the English language, to enable school districts to use bilingual instruction when educationally advantageous but not at the expense of regular instruction in English. The combination of new legislation, requests from east side schools, and recognition of the fact that a pupil will have difficulty understanding mathematical concepts if he does not understand the language in which they are taught contributed the impetus for action.

In November 1967, a committee of district personnel proposed that a pilot seventh grade mathematics program be developed for junior high schools with a large percentage of Spanish-speaking pupils. A Mexican American bilingual mathematics teacher and an east side high school teacher were selected as consultants to work with the mathematics supervisor in developing and implementing the program.

The program consultants sought ways to improve computational skills of bilingual Mexican American pupils whose math achievement was below grade level. They based their search on the assumption that pupils respond more favorably to mathematics when it is presented in an atmosphere compatible with their environment, social behavior, and communication skills.

Since no suitable mathematics textbooks were found in either Spanish or English, the staff prepared a new text. At the beginning of the 1968 spring

semester, six junior high schools were participating in the pilot program. During the summer of 1968, the text was expanded to cover a full year of seventh grade mathematics; and during the 1968-69 school year, the six pilot junior high schools offered this special mathematics program on a regular basis.

Description of Program

The text consists of sequential mathematics lessons beginning with elementary concepts presented in simple language and gradually increasing in difficulty until it reaches grade level. There are an English and a Spanish version of the text, each with 16 parts divided into seven or eight lessons each, and an annotated teacher's edition in English.

The method used is interaction between pupil and teacher, with the text as a catalyst. There is a choice of three plans:

1. For pupils who speak and read Spanish but are limited in English, a bilingual teacher presents mathematics in Spanish, and pupils use the Spanish text.

2. For pupils who speak Spanish but cannot read it, a bilingual teacher presents mathematics in English, speaking Spanish as needed; and pupils use the English text.

3. For pupils who speak Spanish and have limited ability in reading it, a bilingual teacher presents mathematics in both English and Spanish; and pupils use text materials in either language or in both.

These plans may be offered individually or in the most effective combination.

While the Mathematics for Spanish-Speaking Pupils (MSP) Programs are in pilot schools, the district consultant conducts inservice training sessions for the bilingual teachers. Recommended additions to the programs include counseling for the pupils, communication with the parents, and mathematics manipulative devices and games. Simple English and Spanish task cards which

accompany the text, for example, can be used by the pupils to develop interest and make learning more fun.

Evaluation

Program evaluation was based on teacher reactions and comments and on a pre- and posttest of mathematics administered to the pupils. The teachers responded favorably to the program, making the following suggestions:

- to continue the special mathematics course for Spanish-speaking pupils
- to start the project at the beginning of Grade 7 and teach it for a full academic year
- to improve counseling and selection of students for the special class

One teacher thought that, without a course of this type, many of his pupils would not progress in mathematics. One class, when asked for a written appraisal of the MSP program, replied favorably and requested the continuation of classes of this type. Five additional junior high schools requested to be included in the MSP program the following year.

Pre- and posttests were administered to the pupils at the start and completion of each section of the text. Results indicated that a majority of the program pupils had improved in mathematics. At the end of the semester, the California Achievement Test was given to the experimental group and to a comparison group. The experimental group scored higher on the test, with results significant at the .05 level. Continued evaluation of the program is being undertaken. Based on available information, the project staff recommended that the Board of Education adopt the MSP materials as authorized textbooks.

PROJECT GET AHEAD

Las Cruces School District No. 2
Las Cruces, New Mexico

Contributing Author:
J. K. Southard
Director of Research

Description of Program

Project Get Ahead was designed to take advantage of the summer months by transforming what often is a wasted time period into a meaningful educational experience for students in Las Cruces, New Mexico.

While the program is similar to others, it has one significant difference. It provides selected high school students with an opportunity to teach elementary school pupils while taking remedial courses themselves. Each summer, 50 students are employed as aides to assist teachers and young pupils in the morning. In the afternoon, the aides attend classes in English or social studies, according to individual credit needs.

The afternoon sessions, in addition to offering course work, are designed to help students improve their self-image, develop communication skills, and learn to know themselves and their society. Students plan their own work in a nontraditional learning environment which offers an opportunity for creativity and individual success. Activities include producing a yearbook and a motion picture, participating in commercial enterprises, going on field trips, and working on study units in cooperation with community resource people.

Each high school student aide is compensated for services performed in the morning elementary school program. The project staff includes four high school instructors and 64 elementary school teachers. More than 1,000 students are enrolled in the total project.

ART FOR THE MEXICAN AMERICAN CHILD

Olton Independent School District
Olton, Texas

Contributing Author:
Mrs. Laura Bryan
Art Teacher

Recognizing that art is a basic form of communication that is not dependent on verbal ability, a group of local artists volunteered as instructors to initiate art classes in the Olton public school. The program began in 1966, was augmented by federal funds through the Panhandle Educational Services Organization, and by 1967 grew into a regular part of the curriculum with a full time teacher. Based on the theory that the Spanish-speaking child is equal to any child in a nonverbal situation, the program capitalizes on art media to improve the self-concept of disadvantaged children.

Description of Program

Grades 4-6 meet twice a week in one-hour sessions, and Grades 7-8 meet for one hour once a week. Emphasis is on awareness, creativity, and sensitivity, developed through a variety of media and methods. In this way, each child has several opportunities for success while increasing his interests and skills. The problem-solving approach is used, with the teacher devising problems in accordance with pupil needs and interests. The problems call for no single correct answer, but encourage individual problem solving. Unhampered by spoken or written words, the children work with concrete realities in which they can see something take shape through their own efforts. Manual dexterity is developed through work with clay and stitchery, two of the favorite media.

The program encourages responsibility and respect. The children handle the distribution and collection of equipment and materials and are encouraged

to respect the work of others and to realize that there is always room for improvement. The only grades are Satisfactory, granted for any effort expended, and Unsatisfactory, given only when no effort has been made.

The entire group evaluates each accomplishment, noting its strengths and weaknesses. Flexibility is an important aspect of the program; ideas are continuously developed, tested, and improved. Olton School District personnel consider their art project a valuable asset to the curriculum and to the community.

A SMALL SCHOOL PROGRAM FOR SPANISH-SPEAKING CHILDREN

Jal Public School
Jal, New Mexico

Contributing Authors:
Carl Martin, Principal
Mrs. Jo Overton, Teacher Aide

Ten years ago less than one percent of the students in the Jal Public Schools were Mexican American. As the area's economy has changed, however, Mexican American students have increased each year in total number and as a percentage of the student body, now accounting for about 10 percent of the elementary pupils and a smaller but growing percentage in the upper grades.

Description of Program

The school has attempted to meet the needs of the growing Mexican American population in several ways. Because no valid intelligence or aptitude test was found for this group, standard test results are ignored by the teachers, who concentrate instead on capabilities shown by the children. Children who speak no English are placed in classes where the teacher is bilingual, and a part-time aide has been employed to devote special attention to the Spanish-speaking children. In addition to working in the classroom and with the teachers, the aide serves as a liaison with the families. Success of the teacher aide program, shown in increased attendance and class interest, led to expansion of the aide's duties to include English-speaking children evidencing difficulty with the curriculum.

Efforts have been made to provide help for children prior to first grade, easing their initial contact with school. In the summer of 1968, a one-week session was held for every Spanish-speaking child eligible to start school that September. Spanish language classes begin in Grade 6, and Mexican Amer-

ican pupils are encouraged to participate in these classes and in extra-curricular activities, such as native dances, which glorify their culture.

A kindergarten program recently was initiated in the public school system. Because the program is dependent on fees for entry, the school used federal funds to pay the tuition of every eligible Mexican American child in the community. A parent committee was formed primarily for Mexican Americans to discuss relevant educational problems. One result, based on the parents' request, has been a plan for an adult English class.

Evaluation

Results of the program in individual cases have been remarkable. Children coming from Mexico who know no English have appeared to master the new language better than many children to whom it is native. Socially, the Anglo pupils have accepted their new classmates; one was elected president of the student council. The kindergarten program has provided a transition for these children, helping them over initial shyness and preparing them for first grade work.

The school district is making every effort to keep step with the population changes in the community. Plans are underway for a vocational course for boys, with stress on electricity and electronics. Free lunches and health care are also being considered. Staff efforts to help Mexican American students feel part of the school are proving successful.

PRACTICES FOR CREATING BETTER EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS

Quartz Hill High School
Antelope Valley Union High School District
Los Angeles County, California

Contributing Author:
Stella Leal Kellogg

Quartz Hill High School, which opened in 1964, is the newest of three high schools in Antelope Valley in the high California desert. The Valley covers 1,700 square miles, which is 47 percent of Los Angeles County's total area. The three high schools have 6,446 students, and Quartz Hill High School has an enrollment of 1,034. A recent ethnic survey revealed that approximately 3.5 percent of the students are Mexican Americans, with population growth projections indicating significant changes in the near future.

The students of Mexican American descent are from both rural and urban settings. Some families are bilingual and use English for contacts outside the home; others speak only Spanish or English. Mexican American students are in the lower socio-economic groups. The fathers work in agriculture, service industries, aircraft, or mining. The mothers who work are generally in semi-skilled occupations such as the poultry-processing plants in the Valley.

The programs and practices developed in the district have been designed to meet the needs of these students.

Description of Program

School administrators, counselors, and teachers have cooperated in planning and implementing special programs. These programs are continuously evaluated and revised to assure that they meet the needs of the students and the community.

The following programs are offered at Quartz Hill High School and typify the philosophy of the Antelope Valley Union High School District.

The Academic Essentials Program is a total remedial one-year program for students who are two or more years behind their ninth grade achievement level in both reading and arithmetic. A maximum enrollment of 20 students permits individualized instruction. The AE student may continue in the program for a second year if necessary.

Reading Program. The remedial reading program is initiated with the Nelson Silent Reading Test, which is used for placement purposes. Tests are administered after the first semester and at the end of the course for progress evaluation. The course is individualized for students two or more years behind in reading ability. Each student progresses at his own rate, using S.R.A. power and rate builders, controlled readers, and a special course in phonics.

Ethnic Studies. Improving self-concept is a major goal for the ethnic minorities, who often have negative self-images which are reinforced by the majority group. The one-semester Ethnic Studies course was planned to examine the validity of stereotypes by studying the cultural and economic contributions of Mexican Americans, American Indians, Negroes, and Orientals.

Counseling. Quartz Hill High School is the first school in the area to have a Mexican American bilingual counselor. She assists with special problems related to the students and families from this minority as part of her work in the Guidance Department. A major problem she has encountered is lack of understanding. This is apparent at registration, when parents are unable to understand school programs unless they are explained in Spanish; it is also apparent in emergencies, when a child is ill, and when school policies must be communicated. Translating into Spanish is a primary role of the counselor. Other problems include serving as a liaison with the Wel-

fare Department for family problems, evaluating and translating student transcripts from Mexico and Latin American countries, and counseling students who might be eligible for college scholarships.

Programs for Teachers. Many California teachers are from other areas in the United States where contacts with ethnic minorities are infrequent or nonexistent. In recent years the Antelope Valley High School District has initiated a district-wide Human Relations program to promote understanding between students and faculty and with the community. The program reflects the highly diversified ethnic composition of the state of California. The Human Relations Program includes two basic activities:

1. A lecture series on ethnic and other human relations problems by outstanding Black, Mexican American, and Anglo speakers
2. Panel discussions on specific problems in the high schools, with members and moderators from the high school faculties

Evaluation

The success of these practices in meeting the special needs of Mexican American students cannot be evaluated independently, but only within the framework of the total school program. In this context, the practices seem promising and their continuation is assured.

RESEARCH REPORTS IN MEXICAN AMERICAN EDUCATION PROJECTS

Few areas of education are receiving more criticism by minority groups than that of standardized testing or evaluation. This is particularly true of testing programs for Mexican American students. A disproportionate number of Mexican American students are labeled "slow learners" or "mental retardates" and placed in special education classes. Placement in such special classes is too often made on the basis of standardized instruments that are linguistically and culturally biased.

A Mexican American child's verbal IQ score commonly increases from five to 15 points when the test is translated and administered in Spanish. In most cases, Mexican American students' nonverbal scores are significantly higher than their verbal scores on individually administered intelligence tests. In spite of these discrepancies and the obvious weaknesses of testing programs, test results are frequently the basis for student placement. Schools justify this practice (usually special education placement) by contending that, in spite of the charge that the tests are not accurate measures of intelligence, the instruments do measure the student's level of verbal functioning.

Two areas demanding study and attention are (1) the whole area of standardized testing of Mexican American students, including the evaluation of presently used test instruments and the standardization of new and more appropriate tests and (2) school practices and/or programs specifically designed for Mexican American students who have low measured linguistic and academic development but who possess average or above average ability. The practice of placing a "borderline" student in a special education class for want of a more relevant solution can be extremely destructive to the student's self-concept and achievement motivation.

Five research reports dealing with testing the progress of Mexican American students are reported in this section. All seem to be promising practices; but, at the same time, the authors point out the need for improvement.

The first report compares Mexican American students' IQ scores on English and Spanish of the WISC verbal group intelligence test. A similar study is reported in the second article, "Testing ESL Students." A large sample of ESL students were tested with four group intelligence tests and with the performance section of the Wechsler. Results from the various tests were compared and recommendations made for testing practices. Both studies suggest that caution should be used with the interpretation and use of test scores of Mexican American students.

The third summary in this section describes a project designed to assess needs in relation to the "School Performance of Scholastically Weak Mexican American Students." The author outlines the objectives and procedures used in the project as well as the evaluation methods.

The final summary in this section is concerned with "Evaluation and Reevaluation of Mexican American Students Placed in EMR Classes." The author compares the initial criterion used for EMR placement with a reevaluation utilizing the WISC test. He makes several suggestions concerning the use of tests and further program development.

SPANISH LANGUAGE IQ TESTS FOR FIFTH AND SIXTH GRADE MEXICAN AMERICANS

Douglas Public Schools
Douglas, Arizona

Contributing Author:
Agustin A. Orci
Reading Specialist

Many teachers have voiced concern over the validity of the group IQ tests administered in the schools. Generally, a bilingual child is at a disadvantage because of his inadequate knowledge of English.

A poor reader who tests low on a group IQ test tends to be judged intellectually unable to do grade level work. In actuality, his poor reading contributes to his low IQ, since he must read in order to complete the test. Therefore, the following question was used to document information: Given a group IQ test, how much increase in IQ points will there be when the test is administered in English and Spanish?

Description of Program

Twenty-seven bilingual fifth and sixth grade students were randomly selected to participate in this study. Students were of low measured reading ability. The Henmon Nelson Group IQ Test was used along with the WISC (Wechsler Intelligence Scale for Children) and an oral Spanish translation of the WISC verbal test.

The average group IQ of the students was 84, which places them in the Dull Normal category according to the Wechsler Scale. On the individual IQ, the verbal score, one point lower than the group IQ score, was also in the Dull Normal category. The nonverbal score was 96, which is in the center of the Average category on the Wechsler Scale. Since no reading and

little English is required to obtain the nonverbal score, the 12 point discrepancy is significant. The full scale IQ was 88, lower than the nonverbal IQ but higher than the verbal score.

The oral Spanish translation on the verbal score was 89, five points more than the group IQ and six points more than the verbal IQ. The nonverbal score remained the same. The full scale score increased three points to 91, which is seven points higher than the group score. Table I reports these results.

TABLE I

TESTS ADMINISTERED

N = 27

TEST	VERBAL IQ	PERFORMANCE IQ	FULL SCALE IQ
Henmon Nelson Group Test	--	--	84
Wechsler Intelligence Scale for Children (English)	83	96	88
Wechsler Intelligence Scale for Children (Spanish)	89	96	91

Compared to the group IQ score, the students scored low on the English verbal, higher on the Spanish verbal, and much higher on the nonverbal. The students scored in the Average category on the nonverbal Wechsler Scale. These results indicated that both English and Spanish may be deficient areas for these students.

The following conclusions were determined:

1. Nonverbally, the bilingual student has a significantly higher individual IQ score than his group IQ shows. He rises from the Dull Normal category to the Average category on the Wechsler Scale.

2. Verbally, the bilingual student scores lower than his group IQ shows; but the one point difference is not statistically significant.

3. The individual full scale IQ is higher than the group IQ.

4. With use of the Spanish translation of the verbal IQ, the increase was six points. This shows that by using the student's native language, his IQ is increased. However, the student's score remains in the Dull Normal category. This suggests that the Spanish usage by these students is as deficient as the English usage.

Evaluation

Teachers working with students suffering from a language and reading problem must use caution in interpreting group IQ scores. This study showed a definite increase in IQ scores when no reading or language scores are used. The use of Spanish also increased the IQ score slightly. Since the common educational principle of interpreting IQ cautiously for all students is not always the practice, it is necessary to emphasize this point when teaching disadvantaged Mexican Americans.

TESTING ESL STUDENTS

Sweetwater Union High School
Chula Vista, California

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Approximately 121 students participated in English-as-a-Second Language (ESL) classes at Sweetwater Union High School during the 1966 summer session. A special study was conducted with a sampling of students enrolled in the ESL classes. The purpose was to evaluate student behavior as it related to several group ability tests and to the performance portion of either the Wechsler Intelligence Scale for Children (WISC) or Wechsler Adult Intelligence Scale (WAIS).

Description of Program

The performance scale of either the WISC or WAIS was administered to bilingual students as appropriate to their age. A bilingual teacher or teacher's aide interpreted during the administration of the tests to ensure comprehension of instructions.

Four additional group tests were administered to discover how well ESL students could handle the tasks required by group tests. The study sought to determine how closely the group test scores compared with the performance scale score of an individual test. Three group tests selected for the study were nonverbal in nature and did not require reading: Tests of General Ability (TOGA), Grades 6-9; Raven Progressive Matrices 1938 (RPM); and Cattell Culture Fair Intelligence Test, Scale 2 (CCF). An additional verbal test in Spanish, Test Rapido Barranquilla (BARSIT), which required reading in Spanish, was also used.

Instructions for taking nonverbal tests were prepared in Spanish on tapes. Instructions for completing the BARSIT were read from a manual prepared in Spanish. In some cases instructions were read in both Spanish and English, because Spanish comprehension was limited.

Table II indicates that, although the number of subjects tested varied, no marked difference shows in the mean IQ scores. A slightly greater standard deviation of IQ scores was indicated for the group tests.

TABLE II

Means and standard deviations of WISC (Performance), WAIS (Performance), TOGA, CCF, RPM, and BARSIT

No. of Students	Test	Means*	S.D.
12	WAIS (P)	87.83	5.44
41	WISC (P)	86.17	5.55
44	TOGA	85.05	6.81
88	CCF	89.53	7.88
97	RPM	35.89	6.86
30	BARSIT	37.74	6.76

*Mean averages are based on raw score for RPM and BARSIT. All other mean averages are based on IQ scores.

Teachers had greater difficulty administering the CCF than the other group tests. Parts I and II of the CCF were administered under timed conditions. Both parts should be given, since the experience from the first part seems to help students on the second part. Although some differences

exist between scores made on Part I and Part II, the reliability coefficient was found to be .80. Teachers reported that some students had difficulty in reading and comprehending test items in Spanish on the BARSIT.

The study showed that the WISC performance scale correlation compared quite favorably with the correlations of the other nonverbal tests. Correlations also occurred between subtests and the performance scale score of the WISC. Correlation coefficients for the ESL students run somewhat higher than correlations shown in the WISC manual for 100 boys and 100 girls age 13 1/2.

Evaluation

Arguments can be made that current standardized tests do not apply to Mexican American students, since students used in determining norms are quite different in English proficiency levels from ESL students. However, objective test data are needed for determining initial English proficiency; and the data are an essential part of the total evaluation of the ESL program.

The results of this study indicate that the performance scale of the WISC or WAIS can be used effectively with students in ESL classes. Important information based upon observed student behavior gave clues to possible visual and neurological problems. Some students identified as academically retarded were recommended for further screening. Test scores showed other students to be brighter and more capable than academic placement indicated.

In conclusion, it seems desirable to administer performance portions of an individual test to all students. This study indicates that group tests can be used effectively for the purpose of establishing a base line in ability and for possible identification of students to be screened for remedial and special education classes. Students with extremely low scores on the group test should be further screened with an individual test.

SCHOOL PERFORMANCE OF SCHOLASTICALLY WEAK MEXICAN AMERICAN STUDENTS

Laredo Independent School District
Laredo, Texas

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Principal

The objective in conducting this study on the causes of failures was to determine the needs of the faculty and students, and ways in which school procedures could be changed to reduce failures and improve scholastic performance. The results of the study, along with the conclusions of teachers and students, pointed to the same causal factors. The results were so conclusive for this school that no further research is anticipated at this time. The task remaining is the development of procedures to control the causal factors affecting academic performance.

Description of Program

Students for the program were randomly selected from the lowest scholastic classification levels. Most were high school freshmen and sophomores, and all had attended summer school.

Several forms were completed by students to aid guidance personnel in determining areas of academic failure, educational and vocational interest, and possible social, economic or family impediments to success. The guidance office then planned a course schedule at correct placement levels for each student.

Group sessions were held to discuss problems and attitudes. Eight groups were formed, and each participated in several counseling sessions per week. Counselors also met with two of the groups daily to offer additional guidance. To supplement the group sessions, guidance personnel met

individually with students to discuss their educational and vocational goals and personal problems, and to assist in developing realistic appraisals of their capabilities.

Evaluation

Considerable effort has been made to ascertain the relationship between individual problems and school failure. Poor health, lack of motivation, and improper placement at unachievable levels were all thought to be common causes of failure.

Counselors have future plans to develop a project report which will contain meaningful and substantial information for the individual school and for the entire district. They also hope to write a background paper explaining the problems of underachieving Mexican American students and the need for changes in curriculum and attitude.

EVALUATION AND REEVALUATION OF MEXICAN AMERICAN STUDENTS PLACED IN EMR CLASSES

Sweetwater Union High School District
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Great concern exists on the part of many people over the use of intelligence tests as a means of determining student potential. Leaders of minority groups feel that currently used intelligence tests do not adequately assess a minority student's potential, and that these students may be erroneously labeled as mentally retarded. Many believe that once a minority student is identified as mentally retarded, he is likely to remain so labeled, even though errors may have occurred in his initial identification and placement in classes for the educable mentally retarded.

A review of intelligence test evaluations made in recommending students for EMR classes indicates that psychologists and psychometrists traditionally favor low verbal IQ scores for placement purposes. Little consideration has been given to students showing adequate levels of performance on nonverbal tests, because the results of verbal tests tend to correlate more closely with academic success in a school setting than the results of performance tests.

Description of Program

This study shows the changes in test performance that resulted when the Wechsler Intelligence Scale for Children (WISC) and Wechsler Adult Intelligence Scale (WAIS) were used to reevaluate 60 students in EMR classes who had not been tested for three or more years. The study also illustrates why many educators are concerned about the use of intelligence

tests with minority students. Fifty-eight percent, or 34 out of 60, of the students tested had Spanish surnames; and their verbal test scores were found to be influenced by their cultural experiences and limited English comprehension. With retesting, their performance scale scores showed them to be considerably above the mentally retarded level. The Benet and WISC tests were used in the initial identification of the Spanish-surnamed students.

Five of the 19 students tested with the WISC had previous IQ performance scores ranging from 83 to 100, with a mean IQ of 91.40. The initial verbal scores ranged from 58 to 81, with a mean of 69.50. In the reevaluation of these students, the performance scores ranged from 89 to 100, with a mean IQ of 93.20. The verbal scores ranged from 72 to 79, with a mean of 75.00. All of these students were recommended to be moved from EMR classes.

It is possible that some students with low verbal scores are mislabeled as mentally retarded when they are actually academically retarded. Many of the Sweetwater students, both Spanish-surnamed and Anglo, were reading at a low level and could not function effectively with verbal tasks, although they did well with performance tasks. These students were obviously mislabeled as mentally retarded and should have been placed in educationally handicapped or limited disability programs, such as English-as-a-Second Language classes.

Fifty-nine percent, or 20 out of 34, of the students with Spanish surnames were recommended to be moved from EMR classes into English-as-a-Second Language or other appropriate classes. Many of these students had serious language deficiencies in English and could not function effectively verbally, but they could function well on the performance scale.

This high percentage of minority students recommended to be moved from the EMR program points out the need for a closer look at the test behavior

of language-handicapped minority students in the initial testing. Reevaluations are essential, and individual test information should be updated at least once every three years and preferably once every two years for those students in a borderline category. Our data raise the question of the degree of validity of these tests when they are used for identifying students for EMR classes.

Evaluation

Despite the large numbers of students recommended for movement from EMR classes, the WISC and WAIS can be used effectively with many of our students, regardless of their ethnic background. The value of the individual test seems to depend most on the kind of interpretation and subsequent recommendations.

A need exists for curriculum revision for many students who are functioning at low verbal levels but who are operating effectively with nonverbal tasks. More study is needed to determine how the school can diversify its instruction and utilize students' nonverbal abilities. Bilingual teachers capable of developing reading skills are especially essential in assisting many of these students.

CONCLUSION

Several promising school practices designed for Mexican American students have been summarized by practitioners in the field and are included in this publication. For these, the editors are indeed grateful and indebted. However, none of the contributors would contend that any of the programs is a panacea or even the "best" possible approach to educating Mexican American youth. The challenge for interested readers and serious school practitioners is to adapt or improve upon the practices presented here, in an effort to enhance educational opportunities for Mexican American students in their communities.

Several essential features and assumptions seem to underlie these practices for developing effective programs. The common trends that are either explicitly or implicitly involved in the most promising school practices include:

1. A general acceptance of Mexican American children, including a diminishing tendency to <u>blame</u> the child or home for being different

2. A recognition that, while many of the educational needs of Mexican American children are the same as those for all children, some of their educational needs are unique

3. An acceptance of the Mexican American culture and an effort to build on the strengths of the students' background, as opposed to expecting total assimilation on the part of the students

4. A recognition that Mexican American students may be culturally <u>different</u>, but not <u>culturally</u> deprived or <u>disadvantaged</u>

5. A recognition of the impact of a person's self-concept upon his academic and social behavior, with the concomitant attempt to improve Mexican American students' self-concept rather than destroy it

6. A recognition of the positive effects of a high level of expectancy, the importance of the self-fulfilling prophecy, and the necessity for success experiences

7. A recognition that for many Mexican American students instruction in both Spanish and English is an educational imperative

8. A recognition of the merits of parent and community involvement in the affairs of the school

9. A recognition of the importance of making education relevant so that students see the value of education and its relationship to life

10. A recognition of the importance of acquainting Anglo American and Black American children with the important contributions and beauty of the Mexican American culture

If programs are developed with many or all of the above features, their chances for success are maximized. Add to that a school staff which is free from fear and prejudice, willing to get involved, genuinely concerned, and able to communicate with Mexican American students and parents, and the chances for the program to fail are dramatically diminished. To seek is to find; never to try is to fail.

> The education I propose includes all that is proper for a man, and is one in which all men who are born into this world should share. . . . Our first wish is that all men should be educated fully to full humanity; not only one individual, nor a few, nor even many, but all men together and single, young and old, rich and poor, of high and lowly birth, men and women - in a word, all whose fate it is to be born human beings; so that at last the whole of the human race may become educated, men of all ages, all conditions, both sexes and all nations. . . . (John Amos Comenius, The Great Didactic, 1632)